2006-07 Catalogue
Bulletin
Smith College
Northampton, Massachusetts 01063
Notice of Nondiscrimination

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

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

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

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

Campus Security Act Report

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

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

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

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

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

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; 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) 385-3232
We urge prospective students to make appointments for interviews in advance with the Office of Admission. The Office of Admission schedules these appointments from 9 a.m. to 3 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please visit www.smith.edu/admission for details.

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

**Academic Standing**
Maureen A. Mahoney, Dean of the College
College Hall, (413) 585-4900
Tom Riddell, Associate Dean of the College and Dean of the First-Year Class
Jane Stangl, Acting Dean of the First-Year Class
Margaret Bruzelius, Dean of the Sophomore and Junior Classes and Acting Associate Dean of the College
Margaret Zelljadt, Dean of the Senior Class
College Hall, (413) 585-4910

- **Admissions**
- **Financial Aid**
- **Academic Standing**
- **Office of Student Financial Services**
- **Careers**
- **Religious Life**
- **School for Social Work**
- **Student Affairs**
- **Transcripts and Records**

Erika J. Laquer, Dean of Ada Comstock Scholars and Transfer Students
College Hall, (413) 585-3090

**Advancement**
Patricia Jackson, Vice President for Advancement
Alumnae House, (413) 585-2020

**Alumnae Association**
Carrie Cadwell Brown, 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**
Susan Etheredge, 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**
Julianne Ohotnick, Dean of Students
College Hall, (413) 585-4940

**Transcripts and Records**
Patricia O’Neil, Registrar
College Hall, (413) 585-2550
Academic Calendar, 2006–07

Fall Semester, 2006

Friday, September 1, and Saturday, September 2
Central check-in

Saturday, September 2–Wednesday, September 6
Orientation for entering students

Tuesday, September 5, and Wednesday, September 6
Central check-in

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

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

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

Saturday, October 7–Tuesday, October 10
Autumn recess

Friday, October 20–Sunday, October 22
Family Weekend

Thursday, November 9
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 6–Friday, November 17
Advising and course registration for the second semester

Wednesday, November 22–Sunday, November 26
Thanksgiving recess (Houses close at 10 a.m. on November 22 and open at 1 p.m. on November 26.)

Thursday, December 14
Last day of classes

Friday, December 15–Monday, December 18
Pre-examination study period

Tuesday, December 19–Friday, December 22
Midyear examinations

Saturday, December 23–Sunday, January 7
Winter recess (Houses and Friedman apartments close at 10 a.m. on December 23 and open at 1 p.m. on January 7.)

Interterm, 2007

Monday, January 8–Saturday, January 27

Spring Semester, 2007

Thursday, January 25–Sunday, January 28
Orientation for entering students

Monday, January 29, 8 a.m.
Classes begin

Wednesday, February 21
Rally Day—All classes are canceled.

Saturday, March 17–Sunday, March 25
Spring recess (Houses close at 10 a.m. on March 17 and open at 1 p.m. on March 25.)

Monday, April 2–Friday, April 13
Advising and course registration for the first semester of 2007–08

Friday, May 4
Last day of classes

Saturday, May 5–Monday, May 7
Pre-examination study period

Tuesday, May 8–Friday, May 11
Final examinations

Saturday, May 12
Houses close for all students except ’07 graduates, Commencement workers and those with Five College finals after May 11.

Sunday, May 20
Commencement

Monday, May 21
All houses close at noon.

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. Please visit www.smith.edu/academiccalendar for further details.
Smith College 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 undeveloped 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 Laurencus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called “the real practical life” of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton’s Main Street. For study and worship, students used the town’s well-endowed public library and various churches. Instead of a dormitory, students lived in a “cottage,” where life was more familial than institutional. Thus began the “house” system that, with some modifications, the college still employs today. The main lines of Smith’s founding educational policy, laid down in President Seelye’s inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.
During the 35 years of President Seelye’s administration, the college prospered mightily. Its assets grew from Sophia Smith’s original bequest of about $400,000 to more than $3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women’s basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

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

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

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

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

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

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

Benjamin Fletcher Wright came from Harvard to become Smith’s fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright’s administration were the strengthening of Smith’s financial position and the defense of academic freedom during the 1950s.
In 1950, the $7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members’ right to political and intellectual independence, President Wright showed great courage and statesmanship. 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 1995 Ruth Simmons became Smith’s ninth president, the first African-American woman to head any top-ranked American college or university. Simmons galvanized the campus through an ambitious campuswide self-study process that resulted in a number of landmark initiatives, including Praxis, a program that allows every Smith student the opportunity to elect an internship funded by the college; an engineering program, the first at a women’s college; programs in the humanities that include 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 four 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 the diversity of 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. In 2002–04 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. Under her leadership, hundreds of alumnae, students, faculty and staff have participated in presidential dialogues, as part of strategic planning for Smith’s next decade.

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; the renovation of Lilly Hall, home of the college’s School for Social Work; and the construction of Conway House, an apartment building for Ada Comstock Scholars with children. Plans are moving forward 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. Apartments slated for removal for the science expansion are being replaced by the college, reflecting Smith’s commitment to assisting Northampton with issues of affordable housing.

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 Mitraney, Ph.D., D.Sc.
International Relations, second semester, 1950–51

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

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

Alfred Kazin, M.A.
English, 1954–55

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

June Nash, Ph.D.
Latin American Studies, first semester, 1996–97
Judith Plaskow, Ph.D.
Women’s Studies and Jewish Studies, second semester, 1996–97

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

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

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

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

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

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

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

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

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

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

Andrée 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

AnnaMaria 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

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

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 ès Lettres
French, second semester, 1977–78

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

Alistair Crombie, Ph.D.
History of Science, second semester, 1981–82
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 with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. 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 sole exception to the 64-credit rule is that in the case of a major requiring study of two foreign languages taught within a single department or program, no fewer than 56 credits shall be taken outside the department or program of the major. The requirements for each major are described at the end of the course listings for each major department and program.

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:

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<th>Afro-American Studies</th>
<th>Education and Child Study</th>
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<tr>
<td>Anthropology</td>
<td>Engineering</td>
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<td>Art</td>
<td>English Language and Literature</td>
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<td>Astronomy</td>
<td>French Studies</td>
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<td>Biological Sciences</td>
<td>Geology</td>
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<td>Chemistry</td>
<td>German Studies</td>
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<td>Classical Languages and</td>
<td>History</td>
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<td>Literatures</td>
<td>Government</td>
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<td>Computer Science</td>
<td>Italian Language</td>
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<td>Dance</td>
<td>and Literature</td>
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<td>East Asian Languages</td>
<td>Italian Studies</td>
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<td>and Literatures</td>
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<td>Economics</td>
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For the bachelor of arts degree, there are...
The Academic Program

Mathematics and Statistics
Music
Philosophy
Physics
Psychology
Religion

Interdepartmental majors are offered in the following areas:
American Studies
Biochemistry
Comparative Literature
East Asian Studies
Latin American and Latino/a 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.

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. No minor or second major may be in the same department or program as the first major.

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments. The minor may not be in the same department or program as the student's major.

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

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.

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

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are November 15 and April 15. Proposals for minors may be submitted at any time after the major has been declared but no later than the end of the first semester of the senior year.

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

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

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

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student’s major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student’s home institution. Current certificate programs 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 388–408 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 185.

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 124 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 nontraditional students to complete a bachelor’s degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, orientation programs, peer advising, a center for the exclusive use of participants in the program and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

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

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

For information about application procedures, see pages 43—44. Information about expenses and how to apply for financial aid can be found on pages 33 and 37. For more information about the Ada Comstock Scholars Program, contact the Office of Admission at
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 the class deans.

Study Abroad Programs

Smith College offers a wide variety of study abroad programs, from Smith’s own programs in Western Europe to Smith-approved programs all over the world. For the Smith Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. For all other study-abroad programs, students must submit a plan of study for college approval 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 be in good academic standing with a minimum GPA of 3.0, must be in good standing in academic and student conduct matters, have a declared major and no shortage of credit at the time of application to be approved for study abroad. Exceptions are considered on a case-by-case basis. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College. Any student wishing to spend any part of the senior year abroad on a Smith or non-Smith program must petition the Administrative Board through the class dean.

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

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a variety of disciplines the opportunity for study, research, internships and residence in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). The programs provide a rich opportunity to observe and study the countries visited. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students board with local families (Paris and Florence) or live in student residence halls (Geneva and Hamburg). 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 also offers a one-semester option 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.

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.

To be eligible to apply, students must 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 considered for selection to spend the year abroad. All prospective candidates are urged to seek advice, be-
ginning 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, interested students for the Junior Year Abroad programs are chosen by a selection committee, which reviews the applications in detail. The selection process is competitive. Participants are selected from both Smith College and other colleges. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

If a student should withdraw from 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 possible admission 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. Also, a 3.0 GPA is required for possible admission into the program.

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 for possible admission into the program.

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.
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. Also, a 3.0 GPA is required for possible admission into the program.

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 15 institutional sponsors of the yearlong AKP program in Japan and conducts the selection process. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

**Programa de Estudios Hispanicos In Cordoba (Preshco)**

Smith is one of the sponsors of the program in Cordoba, Spain, and conducts the selection process. Interested students should consult faculty in the Department of Spanish and Portuguese.

**South India Term Abroad (SITA)**

Smith is one of the sponsors of this fall or spring semester program. Interested students should consult the Office for International Study.

**Program for Mexican Culture and Society in Puebla (PM CSP)**

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

**Off-Campus Study Programs in the U.S.**

**Jean Picker Semester-in-Washington Program**

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 253. 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 79. 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 and Wheaton. The exchange is open to a limited number of students with a minimum 3.0 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year, due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; 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.

Spelman-Smith Exchange

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

Smith’s 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

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

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 100 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

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

Facilities

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

Smith College Libraries

With a collection of more than 1.4 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries worldwide through our interlibrary loan service. The libraries’ Web page (www.smith.edu/libraries) links students to the Five College Library catalog, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, and to full-text resources.

The William Allan Neilson Library, named after Smith’s third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary sources in women’s history; and the College Archives, which documents the history of Smith.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the
The Campus and Campus Life

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

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.E. 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, 2006, through June 30, 2007, 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 TV studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 98,000 books and scores, 1,600 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

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The 400-seat Leo Weinstein Auditorium, the seminar rooms; the Wright Student Computer Center, comprising the Center for Foreign Languages and Cultures and 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.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a multimedia resource center (Wright Hall 7) and media 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 other cultures with the aid of interactive CDs and 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 a.m.–midnight
Friday 8 a.m.–9 p.m.
Saturday 10 a.m.–9 p.m.
Sunday 10 a.m.–midnight

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

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

The quantitative skills counselor supports students in dealing with the quantitative content of a broad variety of classes. The tutorial program provides help by matching students with master tutors in most sciences and languages, or peer tutors in all other subjects. In addition, Jacobson staff members regularly conduct study-skills and time-management workshops. For those students interested in improving their presentation skills, the center offers classes and individual meetings in public speaking.

These services are free and well utilized by Smith students, ranging from the first-year student in an introductory course to the senior completing an honors thesis. In addition, the center houses a library of pedagogical resources and sponsors colloquia on teaching issues for faculty. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter/index.html.

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

The Kahn Liberal Arts Institute is an innovative institute that supports multidisciplinary, collaborative research at Smith College. Located on the third floor of the Neilson Library, the institute enhances intellectual life on the campus by bringing together students, faculty and distinguished visiting scholars to work on yearlong, multidisciplinary projects of broad scope. Each of these collaborative projects spawns a broad range of intellectual and artistic events that are open to the entire Smith College community, while providing the space and the resources for organized research colloquia for designated groups of faculty and student fellows. In these intensive weekly meetings, Kahn fellows discuss and debate the issues and problems arising out of their common research interests, generating a level of intellectual exchange that exemplifies the best of what a liberal arts education can offer. For more information, visit the Kahn Institute Web site at www.smith.edu/kahninstitute.

Athletic Facility Complex

Just as Alumnae Gymnasium was the “state of the art” gymnasium back in 1892 when women’s basketball was first introduced, today’s four-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, 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 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 many dining options and plenty of variety, including vegetarian and vegan meals. The 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, 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.

### Smith Outdoors

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

Career Development

The Career Development Office provides assistance to students and alumnae 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 advising, both individually and in groups, and our services are available 52 weeks a year. We hold seminars, workshops and panel discussions that cover internships, industry panels, 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 students how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; and how to present themselves effectively. Our extensive career resource library and Web site support students in their research.

The CDO is a service 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. Students and alumnae are encouraged to visit the CDO home page at www.smith.edu/cdo for updated calendar and career resource connections. Check us out. See the possibilities for your future.

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

www.smith.edu/health

Health Services provides medical and psychological services for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers, psychologists, clinical nurse specialists 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, 2005–06

Undergraduate Students

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<tr>
<th></th>
<th>Class of 2006</th>
<th>Class of 2007</th>
<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
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<td>689</td>
<td>622</td>
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Five College course enrollments at Smith:

- First semester: 626
- Second semester: 670

Graduate Students

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

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<tr>
<th></th>
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<th>Paris</th>
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<td>Smith students</td>
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<td>guest students</td>
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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 1999 was 86 percent by May 2005. (The period covered is equal to 150 percent of the normal time for graduation.)
### Geographical Distribution of Students by Residence, 2005–06

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<th>Foreign Countries</th>
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* This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.
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<th>Majors</th>
<th>Class of 2006 (Seniors)</th>
<th>Class of 2007 (Honors)</th>
<th>Ada Comstock Scholars</th>
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Recognition for Academic Achievement

Academic Achievements

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

Latin Honors

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

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

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge 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. 65 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 in the English department, the comparative literature program or in classics in translation) to satisfy the “foreign language” part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. 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.
Recognition for Academic Achievement

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

An award from the Connecticut Valley Section of the American Chemical Society to a student who has done outstanding work in chemistry

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

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

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

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

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

The Elizabeth Babcock Poetry Prize for the best group of poems

The Sidney Balman Prize for outstanding work in the Jewish Studies Program
The Harriet Dey Barnum Memorial Prize for outstanding work in music to the best all-around student of music in the senior class.

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

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

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

The Samuel Bowles Prize for the best paper in economics.

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

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

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

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

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

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

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

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

The CRC Press Introductory Chemistry Achievement Award in introductory chemistry.

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

The Dawes Prize for the best undergraduate work in political science.

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

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

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

The Hazel L. Edgerly Prize to a senior honors history student for distinguished work in that subject.
The Constance Kambour Edwards Prize to the student who has shown the most progress during the year in organ
The Ruth Forbes Eliot Poetry Prize for the best poem submitted by a first-year or sophomore
The Samuel A. Eliot Jr./Julia Heflin Award for distinguished directing in the theatre
The Settie Lehman Fatman Prize for the best composition in music, in large form; and in small form
The Heidi Fiore Prize to a senior student of singing
The Eleanor Flexner Prize for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives
The Harriet R. Foote Memorial Prize for outstanding work in botany based on a paper, course work, or other contribution to the plant sciences at Smith
The Henry Lewis Foote Memorial Prize for excellence in course work in biblical courses
The Clara French Prize to a senior who has advanced furthest in the study of English language and literature
The Helen Kate Furness Prize for the best essay on a Shakespearean theme
The Nancy Boyd Gardner Prize for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major
The Ida Deck Haigh Memorial Prize to a student of piano for distinguished achievement in performance and related musical disciplines
The Sarah H. Hamilton Memorial Prize awarded for an essay on music
The Arthur Ellis Hamm Prize awarded on the basis of the best first-year record
The Vernon Harward Prize awarded annually to the best student scholar of Chaucer
The James T. and Ellen M. Hatfield Memorial Prize for the best short story by a senior majoring in English
The Hause-Scheffer Memorial Prize for the senior chemistry major with the best record in that subject
The Hellman Award in Biochemistry for outstanding achievement in the second semester of biochemistry
The Nancy Hellman Prize, established in 2005, to the Smith engineering student who has made extraordinary contributions to the advancement of women in engineering
The Ettie Chin Hong ’36 Prize to a senior majoring 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 Arthur Shattuck Parsons Memorial Prize to the student with the outstanding paper in sociological theory or its application

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

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

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

The Meg Quigley Prize for the best paper in the Introduction to Women’s Studies course

The Judith Raskin Memorial Prize for the outstanding senior voice student

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

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

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

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

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

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

The **Tryon Prize** to a Smith 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 **Ernst Wallfisch 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 are available from the coordinator for fellowships and grants in the Class Deans office.
Fees, Expenses and Financial Aid

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 2006 is August 10, 2006. For spring 2007, the payment deadline is January 10, 2007. 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 re-

Fees

2006–07 Comprehensive Fee (required institutional fees)

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* 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 certain factors.

Fee for Nonmatriculated Student
Per credit ............................................................... $1,010

Fees for Ada Comstock Scholars
Application fee ........................................................... $60
Transient Housing (per semester)
  Room only (weekday nights) ........................................ $360
  Room and full meal plan (weekday nights) ........................ $770
Tuition per semester
  1–7 credits ......................................................... $1,010 per credit
  8–11 credits ........................................................ $8,080
  12–15 credits ...................................................... $12,120
  16 or more credits ................................................ $16,160

Student Activities Fee
The $238 student activities fee is split between the two semesters and is used to fund chartered student orga-

2006–07 Optional Fees

Student Medical Insurance—$2,054
The $2,054 Student Medical Insurance fee is split between the two semesters and covers the student from

Student Health Insurance is mandatory for all students who are enrolled in the Smith JYA programs (Paris, Hamburg, Geneva, Florence). For students who are admitted for spring semester, the charge will be $1,324 for 2006–07.
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 of $60, which helps defray the cost of handling the paperwork and administrative review of applications, must accompany a paper version of the application. The fee is waived if applying online.

Enrollment Deposit—$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 $475 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 .................................................................$460

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
..................................................$20–$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 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 income 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. 51).

First-Year Applicants

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

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

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

The college cannot assume responsibility for family unwillingness to contribute to college expenses. There are limited circumstances that qualify a student for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting for federal financial aid purposes.

Transfer Students

Transfer students should follow the same application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

Ada Comstock Scholars

Women of nontraditional college age can apply to the Ada Comstock Scholars Program. Applicants for aid should complete a Free Application for Federal Student Aid (FAFSA), a Smith Application for Financial Aid, and send us a signed copy of their most recent federal tax return, complete with all schedules and W-2’s.

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

International Applicants and Non-U.S. Citizens

Smith College awards need-based aid to non-U.S. citizens, both first-year and transfer applicants. There is a great deal of competition for these funds, and the level of support provided from the college range widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the Smith College Financial Aid Application for Non-U.S. Citizens, along with translated tax or income statements.

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

A non-U.S. citizen eligible for aid is offered a grant award in the first year that will remain at the same level each year she is at Smith (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.

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 Finan-
Fees, Expenses and Financial Aid

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.
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 enlistment scholarships to qualified new and continuing college students. For more information, call (413) 545-2437, send e-mail to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.
Admission

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

Each year we enroll a first-year class of approximately 640 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from every state and 60 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board’s review are her secondary school record, the recommendations from her school, her 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 essay.

Smith College meets 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
- 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 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. 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, 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. Visit www.smith.edu/admission for information about requirements and deadlines.

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 15 deadline.

A student interested in Smith should complete the Common Application online at www.commonapp.org. Included with the application are all the forms she will need, and instructions for completing each part of the application. A Common Application Supplement is also required.

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

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 50) for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

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

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should 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. Information sessions for students and their families begin in mid-March and interviews must be completed by January 31. (Interviews for transfer candidates are offered year-round.)

Deferred Entrance

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

An admitted first-year or transfer applicant who has accepted Smith’s offer and paid the required deposit may request a deferral of one year to work, travel or pursue a special interest. Requests must be made in writing by June 1 to the director of admission who will review the request and notify the student within two weeks.

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. The application deadline is May 15. 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, an adviser’s or dean’s reference and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. Financial aid is not available for these programs.

Information and application material may be obtained by 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 53.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars is competitive. Particular emphasis is placed on aca-
demic achievement, an autobiographical essay and an exchange of information in the 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 copies of her 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 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 9.

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 48–50.

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 (www.smith.edu/sao/handbook). Regulations of the faculty and the registrar regarding final examination procedures are published online at the registrar’s office Web site prior to the final examination period.

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

Five College Course Enrollments

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. Course information is available online through the Five College online course guide or at the individual Web sites of the other four institutions. Free bus transportation to and from the institution is available for Five College students. Students in good standing are eligible to take a course at one of the other institutions: first-semester first-year students must obtain the permission of the class dean. A student must: a) enroll in a minimum of eight credits at Smith in any semester; or b) take no more than half of her course program off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline (the first two weeks of the semester). Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 388–396 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 Interm and summer.

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

Academic Credit

Grading System

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

Grades at Smith indicate the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(4.0)</td>
</tr>
<tr>
<td>A−</td>
<td>(3.7)</td>
</tr>
<tr>
<td>B+</td>
<td>(3.3)</td>
</tr>
<tr>
<td>B</td>
<td>(3.0)</td>
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<tr>
<td>B−</td>
<td>(2.7)</td>
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<tr>
<td>C+</td>
<td>(2.3)</td>
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<td>C</td>
<td>(2.0)</td>
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<tr>
<td>C−</td>
<td>(1.7)</td>
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<tr>
<td>D+</td>
<td>(1.3)</td>
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<tr>
<td>D</td>
<td>(1.0)</td>
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<tr>
<td>D−</td>
<td>(0.7)</td>
</tr>
<tr>
<td>E</td>
<td>(0.0)</td>
</tr>
<tr>
<td>S</td>
<td>satisfactory (C− or better)</td>
</tr>
<tr>
<td>U</td>
<td>unsatisfactory</td>
</tr>
<tr>
<td>X</td>
<td>official extension authorized by the class dean</td>
</tr>
<tr>
<td>M</td>
<td>unreported grade calculated as a failure</td>
</tr>
</tbody>
</table>

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 departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than 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 recommendation. The board consists of the dean of the college (chair), the class deans, the dean of the Ada Comstock Scholars, the registrar and three faculty members appointed by the president.

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

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

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

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the Smith College Handbook (www.smith.edu/sao/handbook).
The Age of Majority
Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that information from the educational records of students who are dependents of their parents for Internal Revenue Service purposes, may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

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
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.
Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts, master of education, master of education of the deaf and master of science. 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 58). The deadline for admission without financial aid to most graduate programs is April 1 of the proposed year of entry for the first semester, and November 1 for the second semester. (For the master of fine arts in dance, the only deadline is January 15.)

All international applications for a master’s degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

Applicants must submit the following: the formal application, the application fee ($60), an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination (GRE). For the master of education (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 $55 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 absences will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

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

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

Degree Programs

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

Master of Science in Biological Sciences

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

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-semester, eight-credit course. Two copies must be presented to the committee for deposit in the library.

The thesis may be completed in absentia only by special permission of the department and of the director of graduate programs.

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women’s intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 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.smith.edu/ess.
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 or middle 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 2007 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 advisor, Robin Prichard, 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.

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, (413) 545-0721.

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 sswadmin@smith.edu. Information can also be found at the school’s Web site at www.smith.edu/ssw.

Nondegree Studies

Certificate of Graduate Studies
Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year’s program of study under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade of 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 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 pp. 22 and 23 for complete information).

Finances

Tuition and Other Fees

Application fee ................................................. $60
Full tuition, for the year ....................................... $32,320
    16 credits or more per semester
Part-time tuition
    Fee per credit .............................................. $1,010
Summer Intern Teaching Program tuition for
    degree candidates .............................................. $2,500
Continuation fee, per semester ............................ $55
Room only for the academic year ....................... $5,460

Health insurance estimate
    (if coverage will begin August 15) ............... $2,054
    (if coverage will begin June 15) ................. $2,301

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 approximately six months following the student’s last date of attendance, after deducting any unpaid charges or fees, provided that the graduate director has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.

Refunds

Please refer to page 36 for full information on refunds.

Financial Assistance

Financial assistance for graduate students at Smith College consists of fellowships, tuition scholarships, and federal loans. Students interested in applying for any type of financial aid should read this section carefully in its entirety; required materials and deadlines for application vary with the type of financial assistance requested.

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

*Teaching Fellowships:* Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies and dance. For the academic year 2006–07, the stipend for full teaching fellows is $11,150 for a first-year fellow and $11,660 for a second-year fellow. Teaching fellows also receive assistance to reduce or eliminate tuition expenses.

*Research Fellowships:* Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment. During the academic year, the research fellow usually carries a half-time graduate program.

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

The number of fellowships is limited, and all applicants are strongly urged also to apply for tuition scholarships and loans, as described below.

Scholarships

The college offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. Applicants for scholarships must meet the January 15 deadline for submitting all materials for the admission application. In addition, the application for financial assistance, with all materials described on that form, is due by February 15 for both new applicants and returning students.

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, 2006–07

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

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

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)
| Major and Minor in the Department of English Language and Literature | ENG | I |
| Interdepartmental Minor in Environmental Science and Policy | EVS | III |
| Interdepartmental Minor in Ethics | ETH | I/II/III |
| Minor in the Department of Exercise and Sport Studies | ESS | III |
| Interdepartmental Minor in Film Studies | FLS | I/II |
| Major in the Department of French Studies | FRN | I |
| First-Year Seminars | FYS | I/II/III |
| Major and Minor in the Department of Geology | GEO | III |
| Major and Minor in the Department of German Studies | GER | I |
| Major and Minor in the Department of Government | GOV | II |
| Major and Minor in the Department of History | HST | II |
| Interdepartmental Minor in History of Science and Technology | HSC | I/II/III |
| Interdepartmental Minor in International Relations | IRL | II |
| Major and Minor in the Department of Italian Language and Literature | ITL | I |
| Major: Italian Studies | ITS | I |
| Interdepartmental Minor in Jewish Studies | JUD | I/II |
| Minor in Landscape Studies | LSS | I |
| Interdepartmental Major and Minor in Latin American and Latino/a Studies | LAS | I/II |
| Major: Latino/a Studies | LATS | I/II |
| Interdepartmental Minor in Linguistics | LNG | I/II/III |
| Interdepartmental Minor in Logic | LOG | I/III |
| Interdepartmental Minor in Marine Science and Policy | MSC | III |
| Major and Minor in the Department of Mathematics and Statistics | MTH | III |
| Interdepartmental Major and Minor in Medieval Studies | MED | I/II |
| Major and Minor in the Department of Music | MUS | I |
| Interdepartmental Major and Minor in Neuroscience | NSC | III |
| Major and Minor in the Department of Philosophy | PHI | I |
| Major and Minor in the Department of Physics | PHY | III |
| Interdepartmental Minor in Political Economy | PEC | II |
| Major and Minor in the Department of Psychology | PSY | III |
| Interdepartmental Minor in Public Policy | PPL | II/III |
| Major and Minor in the Department of Religion | REL | I |
| Majors in the Department of Russian Language and Literature | RUS | I |
| Majors: Russian Literature | RUL | I |
| Russian Civilization | RUC | I |
| Major and Minor in the Department of Sociology | SOC | II |
| Majors and Minors in the Department of Spanish and Portuguese* | SPP | I |
| Majors: Spanish | SPN | I |
| Portuguese-Brazilian Studies | SPB | I |
| Latin American Area Studies | SLS | |
| Minors: Spanish | SPN | I |
| Portuguese-Brazilian Studies | SPB | I |
| Latin American Area Studies | SLS | |
| Interdepartmental Minor in Statistics | STS | III |
| Major and Minor in the Department of Theatre | THE | I |

*Portuguese language courses are designated POR.
Courses of Study

Interdepartmental Minor in Third World Development Studies  
Interdepartmental Minor in Urban Studies  
Interdepartmental Major and Minor in Study of Women and Gender  
Extradepartmental Course in Accounting  
Interdepartmental Courses in Philosophy and Psychology  
Other Extradepartmental Courses  
Other Interdepartmental Courses  
Five College Course Offerings by Five College Faculty  
Five College Film Studies Major  
Five College Certificate in African Studies  
Five College Asian/Pacific/American Certificate Program  
Five College Certificate in Buddhist Studies  
Five College Certificate in Coastal and Marine Sciences  
Five College Certificate in Culture, Health and Science  
Five College Certificate in International Relations  
Five College Certificate in Latin American Studies  
Five College Certificate in Logic  
Five College Certificate in Middle East Studies  
Five College Certificate in Native American Indian Studies  
Five College Self-Instructional Language Program  
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)
432d  Honors Thesis (full year, eight credits)
432d  Honors Thesis (full year, 12 credits)
500 level  Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580  Special Studies
590  Thesis
900 level  Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

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

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

Language courses are numbered to provide consistency among departments.

- 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 2006–07
*2 absent fall semester 2007–08
**1 absent spring semester 2006–07
**2 absent spring semester 2007–08
†1 absent academic year 2006–07
†2 absent academic year 2007–08
§1 director of a Junior Year Abroad Program, academic year 2006–07
§2 director of a Junior Year Abroad Program, academic year 2007–08

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

Meeting Times

Course meeting times are listed in the “Schedule of Classes” distributed by the registrar before each semester. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Other Symbols and Abbreviations

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

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

(E): An “E” in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.

(C): The history department uses a “C” in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.
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. 50.

Satisfactory/unsatisfactory. See p. 48.

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 more complete explanation.

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 fewer 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

The course listings on pp. 67–412 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalogue.
African Studies

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

Advisers and Members of the African Studies Committee:
Elliot Fratkin, Professor of Anthropology, Co-Director
Elizabeth Hopkins, Professor of Anthropology
†2 Albert Mosley, Professor of Philosophy
Katwiwa Mule, Assistant Professor of Comparative Literature, Co-Director

300 Capstone Colloquium in African Studies
This colloquium represents an interdisciplinary capstone experience for students concentrating in African studies. Six broad Africa-based themes will be treated: (1) Issues in African Historiography, (2) Health and Society, (3) Environment and Development, (4) Youth and Popular Culture, (5) Power and Representation and (6) Arts and Literature. Each section is developed and led by tenure system faculty in the Five College African Studies Council, with coordination and continuity provided by the course instructor. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial coursework in African studies and/or those with study-abroad experience in Africa. Enrollment limited to 20. (E) 4 credits
Elliot Fratkin (Anthropology) Offered Spring 2007 at Smith College

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 397).

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:

AFS 300  Capstone Colloquium in African Studies

**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
CLT 315  The Feminist Novel in Africa
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 348  Seminar: Health in Africa
GOV 227  Contemporary African Politics
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., *Chair*

**Adjunct Associate Professor**
Carolyn Jacobs, Ph.D.

**Assistant Professor**
Daphne Lamothe, Ph.D.

**Mellon Post-Doctoral Fellow**
Carlotta Arthur

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
*Kevin Quashie*
Offered Fall 2006

112 Methods of Inquiry
This course introduces 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
*Adrianne Andrews*
Offered Spring 2007

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
*Daphne Lamothe*
Offered Fall 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 to 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 and Marcus Garvey, and the rise and fall of racial segregation in the U.S. [H] 4 credits
*To be announced*
Offered Spring 2007

202 Topics in Black Studies
*Topic: Death and Dying in Black Culture.* Using a cultural studies perspective, this course will look at the distinction between and representational meanings of death and dying in Black culture. The course will explore how representations of death and dying manifest in various historical periods (including but not limited to enslavement and emancipation: the Harlem Renaissance and Northern migration; urban realism and the 1940s; the 1960s; and the 1980–90s). It will also consider how gender, nationalism, sexuality, class and religion impact the discourse of death and dying. [L/H] 4 credits
*Kevin Quashie*
Offered Spring 2007
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 Fall 2006

222 Introduction to African American Music: Gospel, Blues and Jazz
The course introduces 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 2006–07

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
Daphne Lamothe
Not offered during 2006–07

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 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 Spring 2007

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 that contributed to the formative years of “Civil Rights Movements,” Black films and music of the era, the rise of “Black Nationalism,” and the importance of Afro-Americans in the Vietnam War. Recommended 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 2006

348/ENG 334 Black Women Writers
How does gender matter in a Black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde. Prerequisite: one college-level literature course or permission of the instructor. (L) 4 credits
Daphne Lamothe
Offered Fall 2006

366 Seminar: Contemporary Topics in Afro-American Studies
Classic Black Texts (Capstone Course)
This seminar will study closely a dozen or so classic texts of the Black canon. The intent here will be to look at each text in its specific historical context, in its entirety, and in relation to various trajectories of Black history and intellectual formation. Though this course will necessarily revisit some works that a student might have encountered previously, it will consider these works in a more complete context than is possible in survey courses. Authors might include W.E.B. DuBois, Jean Toomer, Zora Neale Hurston, Ralph Ellison, Alice Walker, Toni Morrison, Rita Dove, Patricia Hill Collins, bell hooks, Lorraine Hansberry, Malcolm X, Marlon Riggs and Audre Lorde. This seminar serves as the capstone course required for all majors including honors thesis students. (L) 4 credits
Kevin Quashie
Offered Fall 2006
**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. [L] 4 credits

_Daphne Lamothe_
Offered Spring 2007

**Stress and Coping of Black Women in the United States**

This interdisciplinary course will examine the stress and coping of Black women in the United States. We will review definitions of stress and briefly examine research on the psychosocial and physiological pathways through which it acts. We will explore the various forms and sources of stress experienced by Black women of the African Diaspora in the US, the multitude of coping strategies employed by these women, and their resiliency in the face of such stress. Emphasis will be placed on the ways in which psychological factors interact with the social, cultural, economic and environmental contexts of stress and coping. This course will examine multidisciplinary literature (e.g., psychology, Afro-American studies, sociology, women and gender studies) as well as current knowledge gaps in this area. Prerequisite: AAS 111, PSY 111, or permission of the instructor. [S/N] 4 credits

_Carlotta Arthur_
Offered Fall 2006

**370 Seminar: Modern Southern Africa**

In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa from 1948 to 2000. [H/S] 4 credits

_Louis Wilson_
Offered Fall 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**

As an interdisciplinary department, we encourage students to explore course opportunities in other departments and in the Five Colleges. Some examples are listed below. Students should check departmental entries to find out the year and semester particular courses are being offered.

AMS 102 Race Matters
ANT 232 Third World Politics: Anthropological Perspectives
DAN 142 Comparative Caribbean Dance I
DAN 375 The Anthropology of Dance
ECO 230 Urban Economics
ENG 120 Growing Up Caribbean*
ENG 289 Trauma, Mourning and Memory in Black Literature*
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*

*These courses 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 primary focus on the African Diaspora. Courses at the 300-level may also be used when appropriate.
3. Advanced concentration: three courses organized thematically or by discipline. 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: Kevin Quashie

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

431 Thesis
8 credits
Offered each Fall
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**
A study of one of the first cohesive cultural movements in African-American history. This class will focus on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. {S} 4 credits
*Barbara Kellum*
Offered Spring 2007

**ANT 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 Mitbbo*
Offered Fall 2007

**ARH 101 Approaches to Visual Representation (C)**
*Topic: Advertising and Visual Culture.* By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multi-media appropriations—this course will seek to understand how images function in a wide array of 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*
Not offered during 2006–07

**ARH 289/LAS202 Talking Back to Icons: Latino/a Artistic Expression**
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. {A/L} 4 credits
*Dana Leibsohn and Nancy Sternbach*
Not offered during 2006–07

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

[8] 4 credits
Sam Intrator
Offered Fall 2006

ENG 239 American Journeys
A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author's treatment of the complex encounter between new or marginalized Americans and an established culture, and on definitions or interrogations of what it might mean to be or become “American.” Works by Willa Cather, Anzia Yezierska, Ralph Ellison, Frank Chin, Richard Rodrigues, Leslie Marmon Silko, Joy Kagawa, Junot Díaz, Tony Kushner and the filmmakers John Sayles and Chris Eyre. [L] 4 credits
Richard Millington
Offered Spring 2007

MUS 205 Topics in Popular Music

From the early 19th century Irish melodies of Thomas Moore to contemporary hip hop, popular vocal music in the United States has been tied to processes of ethnic and racial formation. This course will examine how some ethnic and racial minorities in America (African, Jewish, Chinese, Latino) were portrayed through the medium of commercially published popular song in the period c. 1850–1950. Questions of historical and cultural context will be considered but the emphasis will be on the relationship (or nonrelationship) between music and text. Readings in history, sociology, and cultural studies as well as music history. Listening, viewing videos and consultation of online resources. A reading knowledge of music is not required. [A/H] 4 credits
Richard Sherr
Offered Spring 2007

PHI 246 Race Matters: Philosophy, Science and Politics
This course will examine the origins, evolution, and contemporary status of racial thinking. It will explore how religion and science have both supported and rejected notions of racial superiority; and how 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
Offered Spring 2007

PSY 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- 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

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 (1895), Buddhist churches of America (Jodo Shinshu), Zen and the Beats, Soka Gakkai, Chinese Buddhism in America, the insight meditation movement, Buddhism of the new immigrants, and “Tibetan” Buddhism. Enrollment limited to 20.
[H] 4 credits
Peter Gregory
Not offered during 2006–07

SOC 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 2007

SOC 314 Seminar in Latina/o Identity

Topic: Latina/o Racial Identities in the United States. This seminar will explore theories of race and ethnicity as well as the manner in which those theories have been confronted, challenged and 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

**SWG 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 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. 4 credits

Susan Van Dyne
Offered Spring 2007

**THE 141 Acting I**

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. 4 credits

Sec. 1: Don Jordan, Fall 2006
Sec. 2: Hillary Bucs, Fall 2006
Sec. 1: Ellen Kaplan, Spring 2007
Sec. 2: Paul Zimet, Spring 2007
Offered Fall 2006, Spring 2007

**THE 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. 4 credits

Kiki Gounaridou
Offered Spring 2007
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
Helen Lefkowitz Horowitz, Ph.D., Professor of American Studies and of History
Richard Millington, Ph.D., Professor of English Language and Literature, Director
Floyd 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
Michael Thurston, Associate Professor of English Language and Literature
James Hicks, Ph.D., Lecturer
Donald L. Robinson, Ph.D., Lecturer
Sherry Marker, M.A., Lecturer
George Colt, M.A., Lecturer
Richard T. Chu, Lecturer
Laura Katzman, Ph.D., Lecturer
Kerry Buckley, Lecturer
Karen Cardoza, Lecturer

American Studies Committee

**2 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 Lefkowitz Horowitz, Ph.D., Professor of American Studies and of History
Richard Millington, Ph.D., Professor of English Language and Literature

102 Globalization and the Culture of the United States

Recent events remind us of how enmeshed the United States is in a wider world. The Iraq War, 9/11, the debate over immigration, protests about the conditions under which workers produce goods for the U.S. market, the internationalization of capital markets all bring home to us on a daily basis the relationship between our lives in the United States and what goes on around the world. Moreover, the nation’s involvement in global affairs makes urgent a number of issues. What does it mean when labor, capital, ideas and people cross national borders? How does the nation’s relationship to globalization shape and reshape individual and group identity—all the while transforming both the role of the nation state and the nature of citizenship; to what extent does the nation’s global reach
underscore the imperial ambitions? How do different groups in U.S. society absorb and respond to globalization? Graded S/U only. (E) 1 credit
Daniel Horowitz, Director
Kevin Rozario, Alexandra Keller, Daphne Lamothe, Steve Waksman, Michael Thurston
Offered Fall 2006

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 2007, Spring 2008

201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America’s relation to Europe, the question of race, the roles of women, family structure, social class, and urban experience. Open to all first- and second-year students, as well as to junior and senior majors. {L/H} 4 credits
Helen Lefkowitz Horowitz, Kevin Rozario, Steve Waksman, Michael Thurston, Spring 2007
To be announced, Spring 2008
Offered Spring 2007, Spring 2008

202 Methods in American Studies
A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies. Prerequisite: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. {H/S} 4 credits
Kevin Rozario, Fall 2006
Daniel Horowitz, Spring 2007
Offered both semesters each year

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

Popular Culture
An analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to “read” popular culture, even as we study specific artifacts from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. {H/S}
Kevin Rozario
Offered Fall 2006

Asian Americans in Film and Video
This course introduces students to films made by and about Asian Americans. Using a chronological and thematic approach, various genres—including narrative dramas, documentaries and experimental films—will be analyzed within the context of Asian-American history and issues concerning the development of Asian-American identities. Some of the issues we will cover include stereotypes of Asians in Hollywood; the re/creation of history and memory; the intersection of race, class, gender and sexuality in Asian-American films; Asian/Black relations on film. Students will be expected to apply theoretical insights to their analysis of a number of key Asian-American films. These theories include contemporary theories of race and ethnicity, current debates about identity and representation, and film theory. {L/H}
Karen Cardoza
Offered Fall 2006

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

New England Material Culture, 1860–1940
Students will acquire a vocabulary and syntax for reading and interpreting the texts of material culture objects. They will study architecture, artifacts, clothing and textiles, furniture, photographs and paintings.
Students will also research photographs, letters and diaries of contemporaries to interpret articles of clothing and accessories in terms of the shifts in social and economic roles during this period. They will identify, research and interpret material culture objects in light of their historical documentation and the conventions of current practice. The course will use the holdings of Historic Northampton Museum and Education Center, a collection of 50,000 objects and three historic buildings. Enrollment limited to 20. Admission by permission of the instructor. 4 credits

_Kerry Buckley_

Offered Spring 2007

**Pacific Empires of the 19th and 20th Centuries: The Race to World Dominance**

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, neo-colonialism, globalization and migration. (H)

_Richard T. Chu_

Offered 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. (L) 4 credits

_Floyd Cheung_, Spring 2007

Offered Spring 2007, Spring 2008

**302 Seminar: The Material Culture of New England, 1630–1860**

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

_Nan Wolverton_, Spring 2007

Offered Spring 2007, Spring 2008

**340 Symposium in American Studies**

Limited to senior majors. Contact the American studies office for details.

_The United States as a Consumer Society_

Among the issues we will consider are: In what ways is shopping a social, moral or political experience? What does it mean to look at travel sites that offer a view of history (Historic Deerfield and Yankee Candle Company, for example) as part of a consumer’s experience? What is the relationship between consumer culture and public life or political participation (such as protests against the World Trade Organization or boycotts against goods produced under oppressive conditions?) How does the experience of shopping vary with one’s race, class, gender or sexuality? (H/S) 4 credits

_Daniel Horowitz_

Offered Fall 2006

**Creating Independence**

While the so-called “culture industry” has a powerful influence upon the sights and sounds of U.S. popular culture, a considerable amount of cultural production exists outside of that industry’s dominant channels. This course will examine some of the varieties of “independent” culture created in the United States since the end of World War II, with a particular focus upon the media of film and music. In film, we will explore the historical tension between independent film as a mode of experimental practice clearly at odds with the mainstream Hollywood industry, and independent film as an adjunct of that industry with expanding commercial prominence in its own right. In music we will explore similar tensions, concentrating on the role of independent record labels and artist-based efforts to distribute their own work in the genres of jazz, folk, rock and rhythm and blues. Among the larger questions we will pursue are: What are the dominant goals
of independent cultural production? How is “independence” defined in different creative settings? What is the connection between the economic dimensions of cultural “independence” and the aesthetic dimensions?

[H/A] 4 credits
Steve Waksman
Offered Fall 2006

341 Symposium in American Studies
Limited to senior majors, contact the American studies office for details.

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, Spring 2007
Offered Spring 2007, Spring 2008

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 to 15. Admission by permission of the instructor. [L/S] 4 credits
George Colt, Spring 2007
To be announced, Spring 2008
Offered Spring 2007, Spring 2008

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 northerward 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 2006
To be announced, Director, Fall 2007
Offered Fall 2006, Fall 2007

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 2006, Fall 2007

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 2006
To be announced, Director; Fall 2007
Offered Fall 2006, Fall 2007

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 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American studies courses are located primarily in two divisions, humanities and social sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:
1. 201 and 202;
2. Eight courses in the American field. At least four must be focused on a theme defined by the student. At least two courses must be in the humanities and two in the social sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected. (340/341 does not fulfill the seminar requirement). Students writing honors theses are exempt from the seminar requirement;
3. International comparison. In order to foster international perspectives and to allow comparisons with the American experience, all majors must take a course dealing with a nation or society other than the United States, a course preferably in the area of the student’s focus;
4. 340 or 341.

Adviser for Study Abroad: Helen Lefkowitz Horowitz

Honors

Director: Daniel Horowitz

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

431 Thesis
8 credits
Offered Fall 2006, Fall 2007

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 foreign students of advanced undergraduate or graduate standing.

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

**555 Seminar: American Society and Culture**

*Topic: The Unexceptional U.S.: Global Readings in U.S. Culture.* One of the most important trends in recent American historiography has been the growing movement to see U.S. history as part of world history. In this course, we will read and interpret in ways that move beyond national, and nationalist, readings of U.S. history. The course is divided into four clusters, each representing a different period and focusing on different aspects of U.S.-American society and culture in relation to world history. Each cluster will be organized around an interdisciplinary investigation of a single text: Mary Rowlandson’s captivity narrative, Benjamin Franklin’s autobiography, Nella Larsen’s *Quicksand* and Tim O’Brien’s *The Things They Carried*. Normally for Diploma students only. 4 credits

*James Hicks*

Offered Fall 2006, Fall 2007

**570 Diploma Thesis**

4 credits

*James Hicks*

Offered Spring 2007, Spring 2008
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
Richard Lim, Professor of History, Director

The minor in ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: Six courses, in no fewer than three departments, selected from the list of related courses 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 352 Hellenistic Art and Architecture
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 296 The Making of Late Antiquity
HST 302 Topics in Ancient History
JUD 285 Jews and World Civilization: 300 B.C.E.–1492 C.E.
PHI 124 History of Ancient and Medieval Philosophy
PHI 324 Seminar in Ancient Philosophy
REL 210 Introduction to the Bible I
REL 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.
Visiting faculty and some lecturers are generally appointed for a limited term.

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

**Associate Professor**
*1† Ravina Aggarwal, Ph.D.

**Assistant Professors**
Suzanne Z. Gottschang, Ph.D.
Nancy Marie Mithlo, Ph.D.

**Lecturers**
Elizabeth Garland, M.A.
Richard Wallace, M.A.

**Associated Faculty**
Adrianne Andrews, Ph.D.
Margaret Sarkissian, Ph.D.

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

**130 Introduction to Cultural Anthropology**
The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, Asia and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Total enrollment of each section limited to 25.

\[ \text{(S)} \ 4 \text{ credits} \]

**230 Africa: Population, Health and Environment Issues**
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 ism, agriculture, industrialism), demographic, health, environmental consequences of slavery, colonialism and economic globalization and contemporary problems of drought, famine and AIDS in Africa. \( \text{(S/N)} \)

\[ \text{Elliot Fratkin} \]
Offered Fall 2007

**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 socialist polities. Background courses in anthropology, archeology or history are recommended. Not open to first-year students. \( \text{(TI)} \) \[ \text{(S)} \ 4 \text{ credits} \]

**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 Spring 2008

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 2006

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 2007

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 2007

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. (MI) {S} 4 credits

Nancy Marie Mithlo
Offered Spring 2007

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 2007, Spring 2008

252 The City and the Countryside in China
With more than 80 percent of its population based in rural areas, China is usually viewed as a primarily agrarian society. However, economic reforms in the last twenty years have brought about dramatic growth in China’s urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. (TI) {S} 4 credits

Suzanne Z. 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; 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 Z. Gottschang
Offered 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

255 Dying and Death
Death, the “supreme and final crisis of life” (Malinowski), calls for collective understandings and communal responses. What care is due the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Enrollment limited to 30. Prerequisite: 130. Limited to anthropology majors and minors or by permission of the instructor. (TI) {H/S} 4 credits
Donald Joralemon
Offered Spring 2007

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. {L/H/S} 4 credits
Margaret Serkissian
Offered Spring 2007

263 The Third World in the Western Imaginary
This course explores the nature and consequences of Euro-American stereotypes about people in the poorest parts of the world. Drawing on key works of literature and social theory, and on historical materials such as early ethnological accounts of Africa, Australia and the Middle East, the course will unravel the ways in which “the West” has come to conceptualize “the Rest.” Contemporary transnational processes such as development, environmental conservation, tourism and the war on terrorism will be analyzed in light of the ways that they draw upon and reproduce the symbolic dimensions of global structures of inequality. (E) {L/H} 4 credits
Elizabeth Garland
Offered Spring 2007

264 The Anthropology of Tourism
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. {S} 4 credits
Elizabeth Garland
Offered Fall 2006

265 The Anthropology of Nationalism and Patriotism
(Pending approval of the Committee on Academic Priorities.)
This course addresses nationalism and patriotism by first introducing basic ideas about anthropology, including race and ethnicity, and how they relate to large-scale “imagined communities.” We will consider cross-cultural ideas about what it means to be a “nation,” a citizen of a state, and how we identify nationally or patriotically around these cultural
formations both in history and in our daily lives. This class includes a fieldwork component: students will carry out short-term ethnographic projects with people who use nationality/ethnicity/patriotism as part of their group identity. (E) {S} 4 credits
Richard Wallace
Offered Fall 2006

266 Doing Ethnography: Research Methods in Anthropology
(Pending approval of the Committee on Academic Priorities.)
In this course, we examine anthropological fieldwork techniques including participant observation, ethnographic filmmaking and both “open-ended” and directed interviewing, as well as qualitative approaches to the cultural analysis of data. Topics will include research design, ethical dilemmas, field techniques and applied anthropology. This is a doing course: self-designed ethnographic research projects will be integral to the course. (E) {S} 4 credits
Richard Wallace
Offered Spring 2007

Seminars

342 Seminar: Topics in Anthropology
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. {S} 4 credits
Suzanne Z. Gottschang
Offered Spring 2007

344 Seminar: Topics in Medical Anthropology
Topic: Theory in the Social Sciences of Medicine. A selective review of social science theory applied to sickness and healing, drawing material from anthropology and sociology. Key themes include the concept of the “sick role,” the impact of class and ethnicity on disease patterns, the social structure of medical systems, medical ecology and world systems models applied to health and disease. Prerequisite: ANT 248 or permission of the instructor. (TI) {S} 4 credits
Donald Joralemon
Offered Spring 2008

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 Spring 2007, Fall 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 Fall 2006, Spring 2008

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 controver-
sial 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 2006

351 Seminar: Humans and Animals

This course explores the cultural dimensions of human relationships with animals. Topics to be covered include the diversity of relationships between people and animals around the world, the nature and significance of the boundary between humans and animals, and the ways in which people use animals to think through and naturalize human social dynamics, particularly in relation to race, gender, sexuality and class. Students will be expected to apply what they learn in a research project on a contemporary animal-related controversy. (E) (N/S) 4 credits

Elizabeth Garland
Offered Spring 2007

Cross-listed and Interdepartmental Courses

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

Advisers: Ravina Aggarwal, Elliot Fratkin, Donald Joralemon, Nancy Marie Mithlo, Suzanne Z. Gottschang

Advisers for Study Abroad: Africa and other areas: Elliot Fratkin; Asia: Suzanne Z. Gottschang; Latin America: Donald Joralemon; Europe: Nancy Marie Mithlo

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

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Senegal, South Africa, Scotland, Ecuador, Mexico, Costa Rica and Nepal. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year. Students should discuss their study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Majors interested in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Elliot Fratkin, Donald Joralemon, Nancy Marie Mithlo, Suzanne Z. Gottschang

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

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:
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.
Archaeology

Advisory Committee
H. Allen Curran, Professor of Geology
Bosljka Glumac, Associate Professor of Geology
Elizabeth Hopkins, Professor of Anthropology
Joel Kaminsky, Associate Professor of Religion
Barbara Kellum, Professor of Art
Dana Leibsohn, Associate Professor of Art
Richard Lim, Professor of History, Director
Christopher Loring, Director of Libraries
Nancy Mithlo, Assistant Professor of Anthropology
Thalia Pandiri, Professor of Classical Languages and Literatures and of Comparative Literature
Neal Salisbury, Professor of History
Marjorie Senechal, Professor of Mathematics

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

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 Spring 2007

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

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

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

Visiting Professor
Henk van Os, Ph.D.

Assistant Professors
†1 John Moore, Ph.D.
†1 Dana Leibsohn, Ph.D.

Associate Professors
†1 John Moore, Ph.D.
†2 Dana Leibsohn, Ph.D.

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 18 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 orga-
nization, 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. Enrollment limited to 16. {H/A} WI 4 credits
Valija Evalds
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 2007

Moments and Monuments in Visual Culture
What roles have the visual arts played in the organization and understanding of various cultures around the world? Focusing on ten important monuments and figures—from ancient Greek architecture and Mayan sculpture to later artists such as Rembrandt, Cassatt and Picasso—we will rely on close looking and contextual explorations to reveal the ideas, beliefs, histories and emotions inscribed by humans in their material world. Examples drawn from Asia, Europe and the Americas. {H/A} 4 credits
Valija Evalds
Offered both semesters

Scenes of Sacrifice
This class focuses on sacrifice and its ties to visual representation. Our primary concern: how and why sacrificial acts, images and objects have been—and continue to be—invested with meaning in different contexts. Along with specific sacrificial scenes and rites, we will address issues and methods of analysis in the visual arts. Examples will be drawn from Europe, Africa, Asia and the Americas, and from antiquity to the present. {H/A} WI 4 credits
Susan Kart
Offered Fall 2006

Realism: The Desire to Record the World
Throughout history, artists have sought to re-create the natural world; indeed “Realism” has been a driving force behind representation from the earliest human-made images to the invention of photography to computer-generated pictures. In some cases, this Realist intention has meant designing the built environment to human scale; in others it has meant trying to record seasonal changes and simple human activities; in others still Realism has been used to suggest the presence of the divine in everyday objects. Whether accurately or symbolically, through the blatant use of materials or through virtuoso trickery, artists have consistently tried to transfer scenes from the “real world” onto other surfaces or sites. This course will explore the artistic motivation of Realism formally, thematically, and contextually from ancient times to the present. {H/A} 4 credits
André Dombrowski
Offered Fall 2006

ARH 120 Introduction to Art History: Asia
This course presents a survey of the art of Asia by exploring the major periods, themes, monuments of architecture, painting and sculpture and the philosophical and religious underpinnings from the earliest times to the 18th century. Study will be centered on the art of India, China and Japan with some attention given to Central Asia, Tibet, Sri Lanka, Indonesia and Korea. Enrollment limited to 40. {H/A} 4 credits
Marylin Rhie
Offered Fall 2006

ARH 130 Introduction to Art History: Africa, Oceania and Indigenous Americas
This course examines how images and objects made by Africans, Pacific Islanders and Native Americans create meaning—in both their original historical settings and those of Euro-American museums, galleries and tourist sites. Among the materials we examine: Inca architecture from South America, sculpture and photography from West Africa and contemporary paintings from Australia. Over the semester we will study specific cultural traditions at particular historical monuments, visit museums and galleries and become familiar with academic and popular vocabularies and theories for discussing African, Oceanic and indigenous American arts. Enrollment limited to 40. {H/A} 4 credits
Susan Kart
Offered Fall 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 last 500 years. Over the semester we will study specific visual and cultural traditions at particular historical moments and become familiar with basic terminology, modes of analysis and methodologies in art history. Enrollment limited to 40. {H/A} 4 credits
Craig Felton
Offered Spring 2007

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 2007

ARH 216 The Art and Architecture of the Roman World (L)
From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., will be the subject of study. We will also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. {H/A} 4 credits
Barbara Kellum
Offered Fall 2006

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. Enrollment limited to 18. {H/A} 4 credits
Valija Evalds
Offered Spring 2007

ARH 226 The Art of India (L)
The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions. Recommended background: ARH 101 or 120. {H/A} 4 credits
Marylin Rhie
Offered Spring 2007

ARH 232 Romanesque Art (L)
A study of a selected range of monuments—built, sculpted and painted—embedded in the larger historical and cultural context of the “feudal age.” Special emphasis on cross-disciplinary perspectives as a way to understand the Romanesque visual landscape in relation to competing religious claims; local identities; relics and pilgrimages; stories of marvels and monsters; and the significance of images of women, both sublime and abject, in a world dominated by monks and knights. {H/A} 4 credits
Brigitte Buettner
Offered Fall 2006

Group III

ARH 242 Early Italian Renaissance Art (L)
The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua
Art

and Florence) and Duccio (in Siena) which will inform the art of generations to come. A revival of interest in the liberal arts tradition and the Classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century in which such architectural designers as Brunelleschi and Alberti, sculptors such as Donatello and Verrocchio, and the painters Masaccio, Fra Angelico, Piero della Francesca and Botticelli, among others, will be examined within the context of the flowering of humanist courts in Florence, Urbino, Mantua and Ferrara. (H/A) 4 credits

Craig Felton
Offered Fall 2006

ARH 244 Italian 16th-Century Art (L)
The giants of the Italian Renaissance: Leonardo da Vinci, Michelangelo and Raphael will be studied against the backdrop of shifting political tides and the emergence of Pope Julius II whose patronage caused the arts in Rome—with such projects as the Sistine Chapel and the Stanze of the Papal Apartments—to give a particular meaning to the term Renaissance. This Julian Renaissance, or the High Renaissance in Rome, will be compared with the development in painting of the period from 1450 to 1575 in the courts of Mantua, Ferrara and the Republic of Venice, with the significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both in painting and architecture, and those artists of the Florentine “Mannerist” period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. (H/A) 4 credits

Craig Felton
Offered Spring 2007

Group IV

ARH 260 Art Historical Studies (C)
4 credits

Art in the Age of Impressionism, 1870–1914 (C)
Impressionism opened the pictorial field to light, perception, science, modernity, bourgeois leisure and, famously, the material qualities of painting itself. This course will survey the major proponents and contexts of the movement, from its origins in the 1860s to its demise in the 1880s, as well as its consequent adaptations throughout the world until WW I. We will pay particular attention to Impressionism’s critical reception and the historical conditions which allowed one nation, France, to claim the emergence of early Modernism so firmly for itself. Prerequisite: one 100-level course in art history, or permission of the instructor. Enrollment limited to 18. (H/A) 4 credits

André Dombrowski
Offered Fall 2006

20th-Century Islamic Art and Architecture
This course will address not only how Islam is represented in 20th-century religious art and architecture, but also how Islam influences the work of contemporary artists working for a secular market. We will also look at how Islamic traditions interrelate with local artistic modes of representation. Units to be covered include contemporary architecture of the mosque, including the Great Mosque at Djenne (Mali), the London Central Mosque and the New York Mosque. The sculptures of Moustapha Dimé (Senegal), multi-media works by Shahzia Sikander (Pakistan) and Mona Hatoum (Lebanon/Palestine) and the film, photography and writings of Shirin Neshat (Iran) and Susan Vogel (USA) will be discussed in terms of their complex relationships with Islam, ethnography and feminism. Prerequisite: one 100-level and one 200-level art history course in any subject, or permission of the instructor. Enrollment limited to 18. (H/A) 4 credits

Susan Kart
Offered Spring 2007

ARH 273 Modern Architecture and Design in Europe, 1789–1945 (L)
This course spans the history of European architecture, urban development and design from the French Revolution to WWII. What did it mean to ascend the first immense iron structures or to wipe ornament from the surface of that deemed modern? How was the Gothic made newly relevant, and why did handicraft reemerge during the industrial revolution? We will study the period’s most important developments (Historicism, Bauhaus, etc., to iconoclastic measures undertaken during war and revolution) in relation to socio-cultural debates about space and utility. Prerequisite: one 100-level course in art history, or permission of the instructor. (H/A) 4 credits

André Dombrowski
Offered Spring 2007
ARH 294 Art History—Methods, Issues, Debates (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. Enrollment limited to 18. *H/A* 4 credits
Brigitte Buettner
Offered Fall 2006

ARH 352: Studies in Art History
Topic: Diego Velázquez (1599–1660), painter to King Philip IV of Spain, became one of the most influential painters in the history of European art. Studying with Francesco Pacheco in Seville, then a major intellectual and art center in Europe, Velázquez quickly transferred to Madrid where the recently crowned, young monarch, along with his prime minister the Count-Duke of Olivares were charting a new course for the declining power of Spain. Encouraged by Peter Paul Rubens, who was in Spain in 1628–1629 on a diplomatic mission, Velázquez was permitted to make the first of two trips to Italy where a first-hand awareness of the Italian Renaissance and developing Baroque arts would change forever the direction of his aesthetic and technical development. Upon returning to Spain, Velázquez was intimately involved with planning and directing the decoration of the new Palace of the Buen Retiro, which contained the Hall of Realms, one of the strongest political/aesthetic artistic statements of all times. Known primarily for his portraits of the Royal Family, and others associated with the Court, Velázquez was heralded by the mid-19th century French painter Édouard Manet as the greatest painter who ever lived. In this seminar, we will study the many facets of Velázquez’s career, the artistic influences upon him, his technical prowess and his contributions to the

ARH 321 Studies in Medieval Art: Monsters and Marvels (S)
Dwelling near the edges of the known world (both real and imagined), the fabulous or monstrous races offered a major textual and visual paradigm in the Middle Ages to represent cultural, ethnic and even ontological alterity. Either physically deformed or straddling the boundaries between human and animal, these ancestors of modern aliens were powerful embodiments of the rhetoric of the marvelous, a source of fear and wonderment alike. The images of dog-headed or headless beings we study are drawn from illuminated manuscripts, sculpted works and cartography, while the readings range from Pliny the Elder and medieval encyclopedias to travel accounts (Mandeville, Marco Polo). We also look at contemporary theoretical models to enlarge our discussion to include such issues as identity formation, the dialectics of exclusion and inclusion, cultural self-fashioning, hybrid corporeality. Prerequisite: ARH 140, or its equivalent. *H/A* 4 credits
Brigitte Buettner
Offered Spring 2007

ARH 315 Studies in Roman Art: Augustan Rome (S)
The first emperor Augustus claimed to have found Rome a city of mud brick and left it clothed in marble. This seminar will focus on the transformation of the city into a world capital considering the archaeological evidence for its building complexes and the representation of the Rome in the literature of the time. This historical analysis of the Augustan city and its polyvalent meanings will also consider the perspectives offered by contemporary urban theory, mapping and virtual reality modeling. *H/A* 4 credits
Barbara Kellum
Offered Spring 2007

Other 200-Level Courses

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

ARH 293 The Artist’s Book in the 20th Century (C)
A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course will examine the varieties of form and expression used by book artists and the relationships between these artists and the socio-cultural, literary, and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library’s Mortimer Rare Book Room and the museum’s Selma Erving Collection of *Livre d’Artistes*, students will read extensively in the literature of artistic manifestos and of semiotics, focusing on those critics who have explored the complex relationship of word and image. Permission of the instructor. Enrollment limited to 18. *H/A* 4 credits
Martin Antonetti
Offered Fall 2006

ARH 295 The Artist’s Book in the 21st Century (C)
A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course will examine the varieties of form and expression used by book artists and the relationships between these artists and the socio-cultural, literary, and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library’s Mortimer Rare Book Room and the museum’s Selma Erving Collection of *Livre d’Artistes*, students will read extensively in the literature of artistic manifestos and of semiotics, focusing on those critics who have explored the complex relationship of word and image. Permission of the instructor. Enrollment limited to 18. *H/A* 4 credits
Martin Antonetti
Offered Spring 2007

ARH 319: The Artist's Book in Context (C)
A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course will examine the varieties of form and expression used by book artists and the relationships between these artists and the socio-cultural, literary, and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library’s Mortimer Rare Book Room and the museum’s Selma Erving Collection of *Livre d’Artistes*, students will read extensively in the literature of artistic manifestos and of semiotics, focusing on those critics who have explored the complex relationship of word and image. Permission of the instructor. Enrollment limited to 18. *H/A* 4 credits
Martin Antonetti
Offered Fall 2006

ARH 321 Studies in Medieval Art: Monsters and Marvels (S)
Dwelling near the edges of the known world (both real and imagined), the fabulous or monstrous races offered a major textual and visual paradigm in the Middle Ages to represent cultural, ethnic and even ontological alterity. Either physically deformed or straddling the boundaries between human and animal, these ancestors of modern aliens were powerful embodiments of the rhetoric of the marvelous, a source of fear and wonderment alike. The images of dog-headed or headless beings we study are drawn from illuminated manuscripts, sculpted works and cartography, while the readings range from Pliny the Elder and medieval encyclopedias to travel accounts (Mandeville, Marco Polo). We also look at contemporary theoretical models to enlarge our discussion to include such issues as identity formation, the dialectics of exclusion and inclusion, cultural self-fashioning, hybrid corporeality. Prerequisite: ARH 140, or its equivalent. *H/A* 4 credits
Brigitte Buettner
Offered Spring 2007

ARH 325: Studies in the Art of the Islamic World
Explore the art of the Islamic world from pre-Islamic to the present day. Topics include Islamic painting, sculpture, architecture, the art of the book, and the arts of the Islamic Near East. Please refer to the 2006–2007 Bulletin for offerings in this course.

ARH 327: Renaissance and Baroque in Europe
A course considering the period from the appearance of Leonardo da Vinci to the Baroque arts of the 17th century. The course also considers the political and social context of the Renaissance and Baroque periods and the development of the art of the court. Please refer to the 2006–2007 Bulletin for offerings in this course.

ARH 356: Studies in Art History
Topic: Diego Velázquez (1599–1660), painter to King Philip IV of Spain, became one of the most influential painters in the history of European art. Studying with Francesco Pacheco in Seville, then a major intellectual and art center in Europe, Velázquez quickly transferred to Madrid where the recently crowned, young monarch, along with his prime minister the Count-Duke of Olivares were charting a new course for the declining power of Spain. Encouraged by Peter Paul Rubens, who was in Spain in 1628–1629 on a diplomatic mission, Velázquez was permitted to make the first of two trips to Italy where a first-hand awareness of the Italian Renaissance and developing Baroque arts would change forever the direction of his aesthetic and technical development. Upon returning to Spain, Velázquez was intimately involved with planning and directing the decoration of the new Palace of the Buen Retiro, which contained the Hall of Realms, one of the strongest political/aesthetic artistic statements of all times. Known primarily for his portraits of the Royal Family, and others associated with the Court, Velázquez was heralded by the mid-19th century French painter Édouard Manet as the greatest painter who ever lived. In this seminar, we will study the many facets of Velázquez’s career, the artistic influences upon him, his technical prowess and his contributions to the
later history of western painting, including Édouard Manet and the American painter Thomas Eakins. Prerequisite: ARH 140, or its equivalent. \{H/A\} 4 credits
Craig Felton
Offered Fall 2006

**ARH 372 Studies in 19th-Century Art (S)**
*Topic: Art and Politics in Manet's Paris.* The art of Courbet, Manet and their followers fused formal innovation with often radical politics. This seminar will excavate this explosive mixture within the artistic universe of Paris between the revolutions of 1848 and 1871, setting it against the city's sweeping transformation and the concomitant shifts within its social fabric. Our material will stretch from Courbet's, Daumier's and Manet's explicitly political imagery, to the photographers who captured the destruction of Paris—in one of the earliest moments of photographic reportage—during the bloody uprising of the Commune. \{H/A\} 4 credits
André Dombrowski
Offered Spring 2007

**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 279 Art and Culture of Tibet**

**HST/EAS 218 Thought and Art of Medieval China**

**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
Offered Fall 2006

**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
Fraser Stables, Paola Ferrario
Offered both semesters

**ARS 163 Drawing I**
An introduction to visual experience through a study of the basic elements of drawing. \{A\} 4 credits
Carl Caivano, Elizabeth Meyersohn, Katherine Schneider; To be announced
Offered both semesters
Intermediate Courses

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

ARS 264 Drawing II
Advanced problems in drawing, including study of the human figure. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Carl Caivano, John Gibson
Offered both semesters

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, Elizabeth Meyersohn
Offered both semesters

ARS 269 Offset Printmaking I
Introduction to the printmaking technique of hand drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. Prerequisites: 161, or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Dwight Pogue
Offered Spring 2007

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 2007

ARS 272 Intaglio
An introduction to intaglio techniques, particularly etching and engraving. Prerequisites: 161 or 162 or 163, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Gary Niswonger
Offered Fall 2006

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 2006

ARS 275 The Book: Theory and Practice I
Investigates (1) the structure and history of the Latin alphabet, augmenting those studies with brief lessons in the practice of calligraphy, (2) a study of typography that includes the composing of type by hand and learning the rudiments of printing type, and (3) an introduction to digital typography. Enrollment limited to 12. Admission by permission of the instructor. {A} 4 credits
Barry Moser
Offered Fall 2006

ARS 281/LSS 250 Landscape Studies Introductory Studio
This hands-on studio will ask students to consider the landscape a location of evolving cultural and ecological patterns, processes and histories. Beginning from this set of assumptions, students will work through a series of projects (research, interpretive, documentary, as well as proposal-based), that encourage an engagement with the landscape, prodding us to critically consider the environment as a socially and culturally constructed space/place as well as a manageable resource. We will work in a variety of media including drawing, writing, photography and digital image manipulation. Prerequisites: LSS 100 and 105. Admission by permission of the instructor. Priority given to LSS minors (starting with seniors), and then to students with one or no previous studios. Enrollment limited to 12. (E) {A/S} 4 credits
Jeffrey Blankenship
Offered Fall 2006

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
The primary goal of this studio is to engage in the
architectural design process as a mode of discovery and investigation. Design does not require innate spontaneous talent. Design is a process of discovery based on personal experience, the joy of exploration and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. {A} 4 credits
Kirin Makker
Offered Fall 2006

ARS 285 Introduction to Architecture: Language and Craft
The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in graphite, pen, watercolor and other media. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. Note: LSS 255 can substitute for ARS 285 in the studio art major. {A} 4 credits
Kirin Makker
Offered Fall 2006

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

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 Spring 2007

ARS 363 Painting III
Advanced problems in painting. Emphasis on thematic self-direction and group critical analysis. Prerequisite: ARS 362 and permission of the instructor. Enrollment limited to 12. {A} 4 credits
Susan Heideman
Offered Fall 2006

ARS 374 Sculpture II
Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273 and permission of the instructor. Enrollment limited to 12. {A} 4 credits
A. Lee Burns
Offered Spring 2007

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 2006–07 to include digital photography and digital printing). Prerequisites: 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
Fraser Stables
Offered Spring 2007

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: From Flora to Frame: Plant Forms as Inspiration. [A] 4 credits
Susan Heideman, A. Lee Burns
Offered both semesters

ARS 386 Topics in Architecture
This course will explore a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include preservation and nostalgia, vernacular architecture and landscapes, urban design and planning, architectural theory and practice, material culture methods, or other themes. Prerequisites: ARS 163, 283, 285, (or equivalent LSS studio) and two art history courses, or permission of the instructor. This course may be repeated for credit with a different topic. Enrollment limited to 12. [A] 4 credits
Jeffrey Blankenship
Offered Fall 2006

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers architecture as a socially constructed place. We will examine the built environment through readings, slide presentations and film. A final project, involving either the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multi-media research project exploring a socially constructed place will be required. Prerequisites: ARS 163, 283, 285 and two art history courses, or permission of the instructor. Enrollment limited to 12. [A] 4 credits
Jeffrey Blankenship
Offered Spring 2007

ARS 390 Five College Drawing Seminar
This course, limited to junior and senior art majors from the five colleges, is based on the assumption that drawing is central to the study of art and is an ideal way to investigate and challenge that which is important to each student. The course emphasizes thematic development within student work. Sketch book, written self-analysis, and participating in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15, three students from each of the five colleges. (E) [A] 4 credits
To be announced
Offered Fall 2006

ARS 398 Senior Exhibition Workshop Development
This is a two-semester (see also ARS 399) capstone course for senior Plan B majors. It helps 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 occasionally 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 2006

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 2007

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 yearlong 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 Buettner, Lee Burns, John Davis, André Dombrowski, Craig Felton, John Gibson, Susan Heideman, Barbara Kellum, Dana Leibsohn, John Moore, Gary Niswonger, Dwight Pogue, Marylin Rhie, Fraser Stables, Frazer Ward and Lynne Yamamoto

**Art History Adviser for Study Abroad:** Brigitte Buettner

**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, 273, 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. Smith or 5-College digital or video production may count as upper-level digital courses.
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). For 2006–07, the 200-level courses that focus on architecture are for the Fall semester: ARH 216, 232. For the Spring semester: ARH 220, 222, 260, 273.
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 majoring 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, André Dombrowski, Craig Felton, Barbara Kellum, Dana Leibsohn, John Moore, Marylin 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, Fraser Stables 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, 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. For 2006–07, the 200-level courses that focus on architecture are for the Fall semester: ARH 216, 232. For the Spring semester: ARH 220, 222, 260, 273.

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

Associate Professor
James Lowenthal, Ph.D.

Laboratory Instructor
Meg Thacher, M.S.

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)
Neal Katz (Assistant 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)
Martin D. Weinberg, Ph.D. (Professor, University of Massachusetts)
Grant Wilson, Ph.D. (Assistant 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 and 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 (545-2194) 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 2006

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, James Lowenthal, 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) 2 credits
James Lowenthal, Meg Thacher
Offered Fall 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 2007

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 2006

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 2007

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
Tom Burbine at Mount Holyoke
Offered Fall 2006

225 FC25 Galactic and Extragalactic Astronomy
The discovery of dark matter and the role of gravity in determining the mass of the universe will be explored in an interactive format making extensive use of computer simulations and independent projects. Offered in alternate years with 224. Prerequisites: PHY 115, MTH 111, plus one astronomy class. (N) 4 credits
Suzan Edwards
Offered Spring 2007

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
Offered Fall 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. \( \text{(N) 4 credits} \)

Grant Wilson at UMass
Offered Fall 2006

337 FC37 Observational Techniques in Optical and Infrared Astronomy
An introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on observations related to determining the size scale of the universe. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Prerequisites: one astronomy and one physics course at the 200-level.

Taught in alternate years with 338. \( \text{(N) 4 credits} \)

James Lowenthal
Offered Spring 2007

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 Minor
Advisers: Suzan Edwards, James Lowenthal

The minor is designed to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, that could include history of science, scientific writing or editing, or science education.

Requirements: 24 credits, including 111; 224 or 225; and PHY 115. The remaining courses may be selected from at least one more astronomy course plus any astronomy or physics offerings.

Minor in Astrophysics
Advisers: Suzan Edwards, James Lowenthal

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

Requirements: completion of physics major plus any three 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.
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 2007

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 2007

352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. (N) 3 credits
David Bickar
Offered Fall 2006

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 2006

380 Seminar: Topics in Biochemistry
Topic: Biochemical Bases of Neurological Disorders. Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases including spongiform encephalopathies (e.g., “mad cow”), Lou Gehrig’s, Alzheimer’s and Parkinson’s. Prerequisite: Cell Biology, BIO 230. (N) 3 credits
Adam Hall
Offered Fall 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 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 2006

**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 2006

**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. Prerequisite: BIO 230, which should be taken concurrently. *(N)* 1 credit
Graham Kent
Offered Fall 2006

**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
Robert Dorit, Steven Williams
Offered Fall 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
To be announced
Offered Fall 2006

**CHM 111 Chemistry I: General Chemistry**
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry; and an introduction to thermodynamics, including chemical equilibrium. Enrollment limited to 60 per lecture section, 16 per lab section. *(N)* 5 credits
Kate Queeney, Lâle Aka Burk
Offered Fall 2006, Fall 2007

**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 2007, Spring 2008
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, Rebecca Thomas
Offered Fall 2006, Fall 2007

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
Cristina Suarez, Virginia White
Offered Spring 2007, Spring 2008

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 Wetzel
Offered Spring 2007

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. Prerequisite: BIO 250, which should be taken concurrently. (N) 1 credit
Carolyn Wetzel
Offered Spring 2008

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 2007

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
Christine White-Ziegler
Offered Spring 2007

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 2006

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. Prerequisite: BIO 256, which must be taken concurrently. (N) 1 credit
Margaret Anderson
Offered Fall 2006

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 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
Offered 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. Prerequisite: BIO 234. Laboratory (343) is optional. [N] 4 credits
To be announced
Offered Fall 2007

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. 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 2006

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. Prerequisites: BIO 230 and CHM 223. Offered in alternate years. [N] 4 credits
Stylianos Scordilis
Offered Fall 2008

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 2007

CHM 338 Bio–NMR Spectroscopy and Imaging
This course provides 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 2007

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, Virginia White
Offered 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. 3 credits

David Bickar
Offered Fall 2006, Fall 2008

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. 4 credits

Elizabeth Jamieson
Offered Fall 2007

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.

Advisers: Lâle Burk, David Bickar, Elizabeth Jamieson, Stylianos Scordilis, Christine White-Ziegler, Steven Williams

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.
Stephen G. Tilley, Ph.D., Chair
Robert B. Merritt, Ph.D.
Margaret E. Anderson, Ph.D.
Richard F. Olivo, Ph.D.
Stylianos P. Scordilis, Ph.D.
Steven A. Williams, Ph.D.
Paulette Peckol, Ph.D.
Richard T. Briggs, Ph.D.
Virginia Hayssen, Ph.D.
Michael Marcotrigiano, Ph.D.

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

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

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

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

Visiting Professor
Kai Jensen, Ph.D.

Lecturers
Esteban Monserrate, Ph.D.
Denise Lello, Ph.D.
Lori Saunders, Ph.D.

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

Laboratory Instructors
Esteban Monserrate, 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
Lori Saunders
Offered Spring 2007

106 Economic Botany: Plants and Human Affairs
A consideration of the plants that are useful or harmful to humans: their origins and history, botanical relationships, the chemical constituents that make them economically important, and their roles in prehistoric and modern cultures, civilizations and economies. Classes of plants surveyed include those that provide food, timber, fiber, spices, essential oils, medicines, stimulants and narcotics, oils and waxes and other major products. Topics include the history of plant domestication, ethnobotany, biodiversity issues, genetic
engineering and biotechnology. No prerequisites. Enrollment limited to 25. (E) 4 credits
Robert Nicholson
Offered Spring 2007

110 Introductory Colloquia: Life Sciences for the 21st Century*
These colloquia provide entering and non-major students with interactive, small group discussion courses focusing on particular topics/areas of current relevance in the life sciences. Their writing-intensive and/or quantitative-intensive small class formats are meant to foster discussion and encourage active participation. Students engage with the topic of the colloquium using the many styles of inquiry and tools available to contemporary biologists. While the emphasis will be on the subject matter, we will also be concerned with developing fundamental skills necessary for success in the sciences, including reading and analysis of primary literature, writing about science, data presentation and analysis, and hypothesis construction and testing. A number of concepts introduced in these colloquia are relevant to the 200-level courses intended for majors in the biological sciences. Individual colloquia are designed to emphasize a variety of skills: the designations listed after the title of the colloquium indicate if the course will emphasize quantitative work (Q), written work (W), laboratory exercises (R) and/or reading of primary literature (L). Certain of these colloquia will also fulfill the college requirement for a “writing-intensive” course indicated by the WI designation. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated. (N) 4 credits
Members of the department

Note: Permanent status from Experimental, addition of (N) and sections noted below as (WI) are pending approval of the Committee on Academic Priorities.

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 microscopes, 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 2006

Island Biology (W, Q, R)
Islands represent hospitable environments surrounded by areas that challenge living organisms. Using islands as the context, we will explore several topics in basic biology including evolution, genes and gene flow, reproduction, physiology, biogeochemical cycles of nutrients and energy and ecology. Three island contexts will be covered: classical oceanic islands (the Hawaiian archipelago), islands of specific environments (fragmented landscapes), and islands in outer space (space stations and spaceships). Class time will be spent on a combination of discussion, lecture, activities and short field trips.
Carolyn Wetzel
Offered Spring 2007

Origins (W, Q, R)
This course focuses on (1) the origin of life; (2) the origin of modern humans; and (3) the genetic basis, if any, of human races. The first part of the course will focus on the diverse theories to explain the origin of life, with discussion of the evidence and philosophy behind each theory. Parts 2 and 3 will cover theories and evidence relating to the origin and diversification of humans. Readings will combine primary literature with a few sections from biology text books and novels. Students will be required to research topics, and to produce several written works. (WI)
Laura Katz
Offered Fall 2006

*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 section following the department course listings).
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. (WI)
Robert Dorit
Offered Fall 2006

Conservation Biology (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 2007

Bacteria: The Good, The Bad and the Absolutely Necessary
This course will focus on topics of disease, on bacteria involved in biogeochemical cycles, and the use of bacteria in bioremediation and industry. Some of the concepts will include prokaryotic cell structure, diversity, metabolism and growth. Once we have a general understanding of the biology of bacteria, the course will focus on their role as pathogens. This will be followed by a description of the different environments in which bacteria are found, and the role bacteria play in these environments. In addition, there will be an introduction to the many beneficial activities associated with bacteria and how can these activities are exploited to clean up the environment, produce food, beverages and medicines (antibiotics). Special topics covered in this class will include the use of bacteria in biodegrading petroleum products, xenobiotic compounds and biomass (garbage). Furthermore we will explore bacteria in unusual or extreme environments. A number of special topics will be covered through student presentations as well. The last week of the course will be dedicated to the discussion of current issues of relevance to microbiology (e.g., emerging infectious diseases, biotechnology) and will be determined by the students’ interests.
Esteban Monserrate
Offered Spring 2007

111 Molecules, Cells and Systems
This course is an introduction to fundamental biological concepts, including cell, organelle and membrane structure and function, biomoles, bioenergetics and metabolism, and the molecular basis and mechanisms of inheritance and information transfer. A portion of the course is devoted to the structure, function and regulation of select organ systems such as excretory, circulatory and respiratory, 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), Graham Kent, Esteban Monserrate, Judith Wopereis
Offered Fall 2006, Spring 2007

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 2006

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 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 2007
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 2007

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 2006

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. Prerequisite: BIO 230, which should be taken concurrently. {N} 1 credit
Graham Kent
Offered Fall 2006

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 Spring 2007

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 Spring 2007

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
Robert Dorit, Steven Williams
Offered Fall 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
To be announced
Offered Fall 2006

236 Cell Physiology
Survey of fundamental cell processes with a medical and disease pathology perspective. 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 how misregulation of these cellular processes leads to disease. Prerequisite: BIO 110 or 111 and CHM 111 or CHM 118. This course does not serve as a prerequisite for BCH 252. Laboratory (237) is not required. {N} 4 credits
Michael Barresi
Offered Spring 2007
237 Cell Physiology Laboratory
Instructed and self-designed experimentation of single cells and multicellular tissues focused on investigating how cells are structured and function. Students will be introduced to a variety of cell types and microscopy techniques such as bright field, darkfield, phase contrast, epifluorescence, confocal and scanning electron microscopy and time-lapse video microscopy. A main focus of the lab is to visualize molecular components of single cells using direct immunofluorescence and test how those components regulate cell function using the cell culture model system. Prerequisite: BIO 236 which should be taken concurrently. [N] 1 credit
Michael Barresi, Graham Kent
Offered Spring 2007

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 2006

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 2006

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 2006

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 2006

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
Virginia Hayssen
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 2007

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. Prerequisite: BIO 250, which should be taken concurrently. [N] 1 credit
Carolyn Wetzel
Offered Spring 2008
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 2007

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
Christine White-Ziegler
Offered Spring 2007

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 2006

257 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 256 and illustrate techniques and data analysis used in the study of physiology. Prerequisite: BIO 256, which must be taken concurrently. 
(N) 1 credit
Margaret Anderson
Offered Fall 2006

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. Prerequisites: BIO 111 or a BIO 110 colloquium dealing with ecological concepts. Laboratory (261) is optional. A weekend field trip will be included. 
(N) 3 credits
Patulette Peckol, Esteban Monserrate
Offered Fall 2006

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. Prerequisite: BIO 260, which should be taken concurrently. 
(N) 1 credit
Stephen Tilley
Offered Fall 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. Prerequisites: BIO 232, or 234, or a BIO 110 colloquium dealing with evolutionary and genetic principles. Alternates with BIO 270. 
(N) 4 credits
Stephen Tilley
Offered Spring 2007

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. Prerequisite: BIO 111 or GEO 108 or permission of the instructor. Enrollment limited to 28. Laboratory (265) must be taken concurrently and includes two field trips. 
(N) 3 credits
Patulette Peckol, Esteban Monserrate
Offered Fall 2006
265 Marine Ecology Laboratory
The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Prerequisite: BIO 264, which should be taken concurrently. Two required weekend field trips to the New England coast. {N} 2 credits Paulette Peckol, Esteban Monserrate
Offered Fall 2006

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 2007

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 2007

268 Microbial Diversity
This course focuses on the origin and diversification of eukaryotic cells (cells with nuclei). To provide context, the first weeks of lecture will cover the basics of evolutionary analyses, and the origin and diversification of microbes. From there, we will focus on the diversification of microbial eukaryotes, with specific lectures on topics such as microbes and AIDS, and the origins of plants, animals and fungi. Evaluation is based on a combination of tests, discussions and a research paper on a topic chosen by each student. {N} 4 credits Laura Katz
Offered Spring 2007

269 Microbial Diversity 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 Judith Wopereis
Offered Spring 2007

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. Prerequisites: a course in distribution Field D or a BIO 110 colloquium dealing with biodiversity. 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 2008

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) should be taken concurrently. Enrollment limited to 20. {N} 4 credits Adam C. Hall
Offered Spring 2007

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 tech-
ology 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. {N} 1 credit

*Adam C. Hall*

Offered Spring 2007

### 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 2007

### 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 2007

### 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. {N} 4 credits

*Richard Briggs*

Offered Fall 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: 6 students. Prerequisite: BIO 332, which should be taken concurrently. {N} 1 credit

*Richard Briggs, Judith Wopereis*

Offered Fall 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. Prerequisite: BIO 230 or 236. Laboratory (337) must be taken concurrently. Enrollment limited to 6. {N} 3 credits

*Richard Briggs*

Offered Spring 2007

### 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 microscopes, as well as associated data recording processes, will also be emphasized. In addition to the formal laboratory period, students will need to arrange blocks of time to practice the techniques and work on self-designed investigations.

BIO 336 must be taken concurrently. {N} 2 credits

*Richard Briggs, Judith Wopereis*

Offered Spring 2007

### 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 plant sciences, physiology, ecology or permission of the instructor. Enrollment limited to 12. {N} 4 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*

Not offered in Spring 2007

**340 Molecular Evolution**

This course will focus on methods and approaches in the emerging field of molecular evolution. Topics will include the quantitative examination of genetic variation; molecular mechanisms underlying mutation, recombination and gene conversion; the role of chance and selection in shaping proteins and catalytic RNA; 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\} 3 credits

*Robert Dorit*

Offered Spring 2007

**341 Molecular Evolution Laboratory**

This lab will introduce the computational and quantitative tools underlying contemporary molecular evolution. We will explore the various approaches to phylogenetic reconstruction using molecular data, methods of data mining in genome databases, comparative genomics, and the use of molecular data to reconstitute population and evolutionary history. Students will be encouraged to explore datasets of particular interest to them. Prerequisite: should be taken concurrently with BIO 340, or by permission of the instructor. Enrollment limited to 14. \{N\} 2 credits

*Robert Dorit*

Offered Spring 2007

**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. Prerequisite: BIO 234. Laboratory (343) is optional. \{N\} 4 credits

*To be announced*

Offered Fall 2007

**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. Prerequisite: BIO 235 and 342, which should be taken concurrently. \{N\} 1 credit

*To be announced*

Offered Fall 2007

**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. 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 2006

**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 2006

**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 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, design visual rep-
resentation of developmental processes and compose
an abbreviated grant proposal. To fully engage students
with the research being conducted in developmental
biology, selected investigators will Web conference with
our class. 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.
\( \text{(N)} \) 4 credits

Michael Barresi
Offered Fall 2006

347 Developmental Biology Laboratory

Students will design and carry out their own experi-
ments focused on neural ad muscle development using
zebrafish as a model system. Techniques covered will
be embryology, indirect immunocytochemistry, in situ
hybridization, microinjection of RNA for gain or loss of
function studies, pharmacological analysis, GFP-trans-
genics, an array of microscopy techniques. This labora-
tory is designed as a true research experience and thus
will require time outside of the normally scheduled lab
period. Your data will be constructed into a poster that
will be presented at Smith and may be presented at an
undergraduate developmental biology conference with
participating local colleges and universities. Lecture
346 must be taken concurrently. Enrollment limited to
12. \( \text{(N)} \) 1 credit

Michael Barresi
Offered Fall 2006

348 Molecular Physiology
A study of cellular regulation at the molecular level,
with emphasis on single molecule physiology, signal-
ing cascades, their logic and cellular integration,
membrane domains and transport mechanisms, and
the application of molecular science to modern medi-
cine. Prerequisites: BIO 230 and CHM 223. Offered in
alternate years. \( \text{(N)} \) 4 credits

Stylianos Scordilis
Offered Fall 2008

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 ecol-
ogy and evolution. Prerequisite: one of the following:
BIO 242, 244, a statistics course or permission of the
instructor. \( \text{(N)} \) 3 credits

Virginia Hayssen
Offered Fall 2006

353 Methods in Animal Behavior
Research design and methodology for field and labo-
ratory studies of animal behavior. Prerequisite, one
of the following: BIO 242, 244, a statistics course or
permission of the instructor. Enrollment limited to 15
students. \( \text{(N)} \) 3 credits

356 Plant Ecology
Examines current approaches to studying ecological
processes (plant-microbe, plant-herbivore and plant-
pollinator interactions, succession, invasions, climate
change etc.) that contribute to the plant assemblage
patterns and dynamics that we observe. Prerequisite: a
course in ecology or environmental science, or permis-
sion of the instructor. Laboratory (357) must be taken
concurrently. \( \text{(N)} \) 3 credits

Denise Lello, Kai Jensen
Offered Fall 2006

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. \( \text{(N)} \) 1 credit

Denise Lello, Kai Jensen
Offered Fall 2006

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 interactions,
age-structure analysis, ecological succession, and
capture-recapture estimation of population size. The
course assumes familiarity with ecological principles,
basic statistics, and use of Excel and Minitab software.
Prerequisites: MTH 245 and a course in distribution
area D. Alternates with BIO 361, Evolutionary Analysis
Laboratory. \( \text{(N)} \) 2 credits

Stephen Tilley
Offered Spring 2007
361 Evolutionary Analysis Laboratory
The analysis and application of evolutionary principles using computer modeling, phylogenetic analysis software and field investigation. Topics include the quantitative analysis of genetic drift and natural selection, phylogenetic relationships, and genetic variation in natural populations. The course assumes an understanding of evolutionary principles and mechanisms, basic statistics, and use of Excel and Minitab software. Prerequisites: a course in distribution area E and MTH 245. Alternates with BIO 359. [N] 2 credits
Stephen G. Tilley
Offered Spring 2008

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

Seminars

360 Topics in Molecular Biology
Topic: Application of New Molecular Technologies to the Study of Infectious Disease.
The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern in the public health community. The bird flu (H5N1) is currently causing the greatest apprehension; however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others is also a worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–1921 and others)? How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (genomics, proteomics, RNA interference, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. [N] 3 credits
Steven A. Williams
Offered Fall 2006

364 Topics in Environmental Biology
Topic: Ecology 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 to be announced. [N] 3 credits
To be announced
Offered Spring 2008

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, 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. Finally the course will include hands-on training in bioinformatics through computer modules. [N] 3 credits
Laura Katz
Offered Spring 2007

BIO 370/EGR 370 Topics in Microbiology
Topic to be announced. [N] 4 credits
To be announced
Offered Fall 2008

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 2006, Paulette Peckol; Spring 2007, 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: Provided you have completed both a BIO 110 and a BIO 111, 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 maybe 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. 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.

Biochemistry
See pp. 106–110

Environmental Science and Policy
See pp. 205–207

Marine Sciences
See pp. 291–292

Neuroscience
See p. 310–314

Graduate
The Department of Biological Sciences maintains an active graduate program leading to the master of science in biological sciences. The program of study emphasizes independent research supported by advanced coursework. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and
physiology. Students pursuing the master's degree are required to participate in the Graduate Seminar (BIO 507); and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

Adviser: Robert Dorit

**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, Members of the department*

Offered Fall 2006

**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

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**Prehealth Professional Programs**

Students preparing to attend health profession schools may major 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. A student should select biology courses in consultation with her adviser, taking into consideration her major and specific interests in the health professions. Additional courses often recommended include biochemistry, calculus, statistics and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a Prehealth adviser as early as possible about specific requirements.

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 advanced degrees in biology vary in their admission requirements, but will likely include at least one year of mathematics (preferably including statistics), physics and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which 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
†1 Robert G. Linck, Ph.D.

Associate Professors
David Bickar, Ph.D.
Cristina Suarez, Ph.D., Chair
†2 Kate Queeney, Ph.D.

Assistant Professors
*2 Kevin Shea, Ph.D.
Elizabeth Jamieson, Ph.D.
†1 Shizuka Hsieh, Ph.D.
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.
Heather Shafer, Ph.D.

Students who are considering a major in chemistry should consult with a member of the department early in their college careers. They are advised to take General Chemistry (CHM 111 or 118) as first-year students and to complete MTH 112 or MTH 114 and PHY 115 or 117 and 118 as early as possible.

All intermediate courses require as a prerequisite CHM 111 or 118 or an Advanced Placement score of 4 or 5. Students who begin the chemistry sequence in their second year can still complete the major, and should work with a department member to chart an appropriate three-year course.

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, David Dempsey
Offered Spring 2007, Spring 2008

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
To be announced, Spring 2007
Shizuka Hsieh, Spring 2008
Offered Spring 2007, Spring 2008

111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry; and an introduction to thermodynamics, including chemical equilibrium. Enrollment limited to 60 per lecture section, 16 per lab section. {N} 5 credits
Kate Queeney, Lâle Aka Burk
Offered Fall 2006, Fall 2007

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. \{N\} 5 credits

Elizabeth Jamieson, Fall 2006
Robert Linck, Maria Bickar, Fall 2007
Offered Fall 2006, Fall 2007

222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, and physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. \{N\} 5 credits

Kevin Shea, Maureen Fagan, Lâle Burk, Spring 2007
Robert Linck, Maureen Fagan, Maria Bickar, Spring 2008
Offered Spring 2007, Spring 2008

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

Kevin Shea, Maureen Fagan, Lâle Burk, Fall 2006
Maureen Fagan, Lâle Burk, Fall 2007
Offered Fall 2006, Fall 2007

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 16 per lab section. \{N\} 5 credits

Cristina Suarez, Virginia White, Spring 2007
Elizabeth Jamieson, Virginia White, Spring 2008
Offered Spring 2007, Spring 2008

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 2007
Kevin Shea, Rebecca Thomas, Spring 2008
Offered Spring 2007, Spring 2008

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. 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 or permission of the instructor. Offered in alternate years. \{N\} 4 credits

Maureen Fagan
Offered Spring 2007

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 2008
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 or 117 are strongly recommended. [N] 4 credits

Cristina Suarez, Fall 2006
Robert Linck, Fall 2007
Offered Fall 2006, Fall 2007

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 2007
Cristina Suarez, Shizuka Hsieh, Spring 2008
Offered Spring 2007, Spring 2008

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 2006, Fall 2007
Offered Fall 2006, Fall 2007

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 (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. Offered in alternate years. [N] 4 credits

Cristina Suarez
Offered Fall 2007

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, Virginia White, Fall 2006
Kate Queeney, Heather Shafer, Fall 2007
Offered Fall 2006, Fall 2007

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, Fall 2008

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 2007, Spring 2008

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.  \( \text{N} \) 4 credits

*Elizabeth Jamieson*
Offered Fall 2007

**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.  \( \text{N} \) 4 credits

*Robert Linck*
Offered Spring 2008

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**Cross-listed and Interdepartmental Courses**

**BCH 352 Biochemistry II: Biochemical Dynamics**
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others.  \( \text{N} \) 3 credits

*David Bickar*
Offered 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.  \( \text{N} \) 2 credits

*Katherine Dorfman*
Offered Fall 2006

**400 Special Studies**
1 to 4 credits as assigned
Offered both semesters each year

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**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 or 117 and 118 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 and 224 or 118, 222, 223, 226, 331, 332, 347, 363, and a further 6 credits in chemistry, above the 200 level. Four of the six credits may be counted from the research courses 400, 430 or 432, or from BCH 252, BCH 352, GEO 301, PHY 332, PHY 340 or PHY 348. Courses fulfilling the major requirements may not be taken with the S/U option.

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**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:** 21 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.

**Lab Fees**
There is an additional fee for all chemistry courses with labs. Please see the Fees, Expenses and Financial Aid section in the beginning of the catalogue for details.
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

*Nancy Shumate*  
Full-year course; offered each year

**GRK 212 Attic Prose and Drama**
Prerequisite: 100y. *(L/F)* 4 credits

*Justina Gregory*  
Offered Fall 2006

**GRK 213 Homer, *Iliad* or *Odyssey***
Prerequisite: 212 or permission of the instructor. *(L/F)* 4 credits

*Thalia Pandiri*  
Offered Spring 2007

**GRK 310 Advanced Readings in Greek Literature I & II**
Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including 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

*Aristophanes and Athens***
A study of the development of Aristophanes as a comic poet viewed against the social, political and cultural background of democratic Athens.

*Thalia Pandiri*  
Offered Fall 2006

*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 that were to transform Athens into an imperial power.

*Justina Gregory*  
Offered Spring 2007

**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
*Scott Bradbury, 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
*Thalia Pandiri*
Offered Fall 2006

**LAT 213 Introduction to Virgil’s Aeneid**
Prerequisite: 212 or permission of the instructor. (**L/F**) 4 credits
*Nancy Shumate*
Offered Spring 2007

**LAT 330 Advanced Readings in Latin Literature I & II**
Authors read in LAT 330 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 may be repeated for credit, provided that the topic is not the same. Prerequisite: Two courses at the 200-level or permission of the instructor. (**L/F**) 4 credits

**Internal and External Threats to Rome**
Sallust and Livy, two Roman historians with vastly contrasting prose styles, bring to life, respectively, Rome’s two greatest villains: Catiline and Hannibal. Readings from Sallust’s *Bellum Cantilinae* and Livy’s *Ab urbe condita*, with special attention to the development of Roman historiography. Who wrote history, and why? How important were objectivity and accuracy versus entertainment value and literary skill? What Roman biases are revealed in the texts?
*Maureen Ryan*
Offered Fall 2006

Ovid’s *Metamorphoses*
A study of Ovid’s transmission and adaptation of Greek myths in the *Metamorphoses*. Attention will be paid to Ovid’s Augustan milieu and to the extraordinary afterlife of the *Metamorphoses*, particularly in Renaissance art.
*Scott Bradbury*
Offered Spring 2007

**LAT 404 Special Studies**
Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits
Offered both semesters each year

**Graduate**

**LAT 580 Studies in Latin Literature**
This will ordinarily be an enriched version of the 300-level courses currently offered. 4 credits
Offered both semesters each year

**Adviser for Graduate Study:** Nancy Shumate

**Classics in Translation**

**CLS 190 The Trojan War**
The Trojan War is the first conflict to be memorialized in Greco-Roman literature—”the war to start all wars.” For Homer and the poets who came after him it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We will look at the "real" Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. Enrollment limited to 20 students.
**WI {L/A}** 4 credits
*Justina Gregory*
Offered Spring 2007

**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 at-
tention to modern retellings and artistic representations of ancient myth. \textit{L/A} 4 credits

\textit{Scott Bradbury}

Offered Fall 2006

\textbf{CLS 235 Life and Literature in Ancient Rome}

A study of the literature of ancient Rome from its legendary beginnings to the triumph of Christianity. Emphasis on how literary culture intersects with its social and historical context. Topics will include: popular entertainment; literature as propaganda; Roman virtues—and vices; the Romans in love. \textit{L} 4 credits

\textit{Maureen Ryan}

Offered Spring 2007

Cross-listed and Interdepartmental Courses

\textbf{CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante}

Offered Fall 2006

\textbf{CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy}

Offered Spring 2007

\textbf{CLT 221 Studies in Comedy}

Offered Spring 2007

The Major in Classical Studies

\textbf{Advisers: Members of the department}

\textbf{Basis:} GRK 100y or LAT 100y (or the equivalent). Competence in both Greek and Latin is strongly recommended.

\textbf{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

\textbf{Advisers: Members of the department}

\textbf{Requirements:} six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

\textbf{Advisers: Members of the department}

\textbf{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.

Greek, Latin or Classics

Graduate

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

590 Research and Thesis
4 or 8 credits
Offered both semesters each year
Comparative Literature

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

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†2 Ann Rosalind Jones, Ph.D., Director

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

Associate Professors
Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)
Reyes Lázaro, Ph.D. (Spanish and Portuguese)
†1 Luc Gillemann, Ph.D. (English Language and Literature)
†2 Sabina Knight, Ph.D. (East Asian Languages and Literatures)

Assistant Professors
Katwiwa Mule, Ph.D.
†2 Justin Cammy, Ph.D. (Jewish Studies)
*2 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.

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante
Offered Fall 2006

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Offered Spring 2007

An interdepartmental course, CLT 202/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 languages whenever they are able.

Introductory Courses

ENG 120 Celtic Worlds
Craig R. Davis
Offered Spring 2007

CLT 150 The Art of Translation: Poetics, Politics, Practice
We hear and read translations all of the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don’t shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We’ll
explore translation by hearing talks by translators and experts in the history and theory of translation. Students will look at translations from around the world and experiment with translating themselves. Open to first-year students. Knowledge of a foreign language useful but not required. Graded S/U only. (E) \{L\} 2 credits

Ann Jones and Katwiwa Mule
Offered Spring 2007

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante
Robert Hosmer, Ann Jones, Nancy Shumate, Elizabeth Harries, Director
Offered Fall 2005

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Robert Hosmer, Maria Banerjee
Offered Spring 2007

204 Writings and Rewritings
Topic: Global Tempests: Sources, Contexts, Theory. An introduction to comparative approaches to literature: plays, films, poems, novels, manifestos, theory. Topics include the migration of Shakespeare’s Tempest from Renaissance London to modern Latin America, the Caribbean and Africa; discussions of authorship from ancient Greece to postmodern France; translation as technical issue and life experience; debates over literary canons. Texts include Shakespeare’s The Tempest and Aimé Césaire’s A Tempest, Ngugi’s Towards a National Literature, Foucault’s “What is an Author?,” Woolf’s A Room of One’s Own. 4 credits

Katwiwa Mule
Offered Spring 2007

Intermediate Courses

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 Nobou Malio. Open to students at all levels. (L) Katwiwa Mule
Offered Fall 2006

ENG 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 Spring 2007

214 Literary Anti-Semitism
How can we tell whether a literary work is anti-Semitically coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today? A selection of seminal theoretical texts; examples mostly from literature but also from opera and cinema. Shakespeare, Marlow, Cervantes, G.E. Lessing, Grimm Brothers, Balzac, Dickens, Wagner, T. Mann, V. Harlan; S. Friedlander; M. Gilman, G. Langmuir, Y.H. Yerushalmi. (L/H) 4 credits

Jocelyne Kolb
Offered Spring 2007

221 Studies in Comedy
The forms and functions of western comic drama from Athens in the fifth century B.C. to North America in the present. How does comic drama reflect the politics and social mores of its time? To what extent is it conservative or subversive? What is funny, to whom? Primary texts will be supplemented by readings on the theory of comedy. Plays by authors such as Aristophanes, Euripides, Plautus, Terence, Shakespeare, Jonson, Machiavelli, Molière, Jarry, Orton, Churchill. Some view-
ing during class hours; additional viewing time may be arranged. [L]

Thalia Pandiri
Offered Spring 2007

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. [L/A] 4 credits

Scott Bradbury
Offered Fall 2006

EAL 232 Modern Chinese Literature
Selected readings in translation of 20th-century Chinese literature from the late-Qing dynasty to contemporary Taiwan and the People’s Republic of China. This course will offer (1) a window on 20th-century China (from the Sino-Japanese War of 1895 to the present) and (2) an introduction to the study of literature: (a) why we read literature, (b) different approaches (e.g., how to do a close reading) and (c) literary movements. We will stress the socio-political context and questions of political engagement, social justice, class, gender, race and human rights. All readings are in English translation and no background in China or Chinese is required. [L] 4 credits

Sabina Knight
Offered Spring 2007

EAL 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 Lundren and others, to explore the ways in which this genre has embraced and resisted female heroes. [L] 4 credits

Margaret Bruzelius
Offered Fall 2006

EAL 237 Travellers’ Tales
How do we describe the places we visit? In what way do guidebooks and the reports of earlier travellers struc-
ture the journeys we take ourselves? Can we ever come to know the “real Italy,” the “real India,” or do those descriptions finally provide only metaphors for the self? A study of classic travel narratives by such writers as Calvino, Twain, Goethe, Stendhal, Henry James, Paul Theroux, Rebecca West, Isak Dinesen and others. [L] 4 credits

Michael Gorra
Offered Fall 2006

EAL 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, 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-Jalloun’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 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 Spring 2007
The Jewish literary engagement with America, from the ways immigrant writers in the first decades of the 20th century expanded the linguistic, geographic and cultural borders of American literature to the influence of native born authors and critics in shaping the post-war literary scene. Topics include the myth of America and its discontents; Yiddish New York and the New York intellectuals; negotiating anti-Semitism in the Anglo-American literary tradition; ethnic comedy and satire; crises of the Left involving Communism, Black-Jewish relations and '60s radicalism; creative betrayals of folklore and religion; and the emergence of young contemporary voices. Is Jewish-American writing part of the literary mainstream, the cultural margins or both? Novels, short stories, poetry, essays and memoirs by recipients of the Nobel and Pulitzer prizes, the National Book Award and many others. {L} 4 credits

Justin D. Cammy (Jewish Studies)
Offered Spring 2008

This course examines the last twenty years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez, and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor. {L} 4 credits

Nancy Sternbach
Offered Fall 2006

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

Dawn Fulton
Offered Spring 2007

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 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 2008

Israel is portrayed in literature as a holy land, a promised land, a contested land. What role have writers played in imagining, then challenging and refreshing Zionist dreams and Israeli realities? Topics include utopian and dystopian fictions; tensions between the universalizing benefits of exile and the appeal of homeland; the negation of the rootless talush (dangling man) through the characterization of the self-confident sabra (native born Israeli); landscape (the desert, the kibbutz, cosmopolitan Tel Aviv, Jerusalem) and the romantic influence of territory on collective imagination; the exotic ‘Other’; post-Zionist ennui; and portrayals of the national conflict between Arab and Jew. Hebrew novels, short stories, memoirs, poetry, song and film from the late 19th century up to today (all in translation), with precursor and counter-texts from Europe, America and the Palestinian community. Open to students at all levels interested in understanding the ways literature defines and interprets identity in the modern Middle East. {L/H} 4 credits

Justin Cammy
Offered Fall 2007

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 Spring 2008

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 (Portugual); Machado de Assis, Clarice Lispector, Luis Fernando Verissimo (Brazil); Mia Couto (Mozambique). Course conducted in English. {A/L} 4 credits

Malcolm McNee
Offered Spring 2007

294 Tales Within Tales Within Tales

Why do writers enclose stories within other stories? What is the function of narrative frames? Why does Scheherazade tell tales within tales in order to ward off death? We will read frame tales from many periods and cultures, from The Arabian Nights to Boccaccio and Chaucer to Shelley’s Frankenstein and Anne Sexton’s Transformations, as well as some critical writing on framing, as we try to answer these questions. Open to first-year students with permission of the instructor. {L} 4 credits

Elizabeth Harries
Offered Spring 2007

295 Modern Short Stories

How European and American writers of the 20th-century developed old kinds of narrative—the tale, the comic sketch, the parable, the legend—into one of the most flexible, expressive and ambitious of modern literary form: the short story. Writings by Kipling, Chekhov, Mansfield, Hemingway, Kafka, Joyce, Lawrence, Mann, Paley, Borges and Levi. Not open to first-year students. {L} 4 credits

Jefferson Hunter
Offered Spring 2007

298 The Picaresque in Fiction and Film

Picaro, rogue, outcast, vagrant, con artist, thief, fast talker, story teller, survivor—who is the antihero after whom a sub-genre of the novel is named? How does the story he tells of his adventures unmask the ideologies, the hypocrisy, and the corruption of the society from which he is marginalized? The course will study the evolution of the picaresque genre from its origins in 16th-century Spain (Lazarillo de Tormes) to its modern development in American literature (Kerouac’s On the Road; Ellison’s Invisible Man), South American tales and films, French film (Varda’s Vagabond) and beur fiction from France’s immigrant population (Sebar’s Sherrazade). Our discussions will center on the following questions, from the pragmatic and empirical to the more conceptual and theoretical: How does the picaresque genre relate to other genres such as autobiography, beggar’s cant, criminal accounts, confessions (true or false), the Bildungsroman, television serials, tales of exile and the “road movie?” How does the picaresque novel translate into and adapt to other cultural and historical traditions and circumstances? How does the picaresque genre lend itself to the construction and deconstruction of the self and its identities? What is the genre’s relation to gender and why have women writers, until very recently, not been drawn to it? Particular attention to a variety of theoretical approaches: psychoanalytic, post-colonial, post-structuralist, feminist. {L} 4 credits

Jamie Vanpée
Offered Fall 2006

299 Europe on the Move: Recent Narratives of Immigration

How has the dissolution of the colonial empires and the Soviet Union redefined European identity? In the new European Community, borders have moved towards the center of states and societies and created new transna-
tional classes of inclusion and exclusion. As a result, European cities, and their peripheries, have become both melting pots and powder kegs. The narratives of the many immigrants who have recently moved to and within Europe explore how to restructure life stories, translate the self, and negotiate new subjectivities in the shifting landscape of a Europe on the move; a Europe that is undergoing profound changes in the process of renewing itself. We will focus on the political, social and ethical issues raised by this emerging literature and examine how its stories put into question accepted notions of European identity and borders. Readings from a broad selection of genres, authors and languages: Azoug Begag, Tahar Ben Jelloun, Slavenka Drakulić, Juan Goytisolo, Julia Kristeva, Milan Kundera, Predrag Matvejević, Leila Sebbar, Zadie Smith. Regular film screenings. [L] 4 credits
Anna Botta
Offered Fall 2006

Advanced Courses

305 Studies in the Novel

The Philosophical Novel
This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th century, the age of “terminal paradoxes.” Texts will include Dostoevsky’s Notes from the Underground, Kafka’s The Trial, Musil’s Man Without Qualities and Kundera’s The Joke, The Farewell Party and The Unbearable Lightness of Being. [L]
Maria Banerjee
Offered Fall 2006

The Postmodern Novel: Open Encyclopedias
Twentieth-century fictions began to present themselves as open encyclopedias—a contradictory genre, given that “encyclopedia” etymologically suggests an attempt to enclose knowledge within a circle. Postmodernism, even more, sees the totality of what can be known as potential, conjectural and manifold; postmodern writers value skepticism and unresolvable heterogeneity. Yet they still attempt to establish observable relationships between worldly codes and methods of knowledge. We’ll read fictions by Borges, Calvino, Matvejević, Perec, Pynchon, Queneau and Vila-Matas as examples of open encyclopedias, exhilarating voyages through a puzzling cosmos that includes missing pieces. Theoretical texts by writers such as d’Alembert, Deleuze and Guattari, Eco, Foucault, Lyotard will help us to map the preconditions of our postmodernity. [L] 4 credits
Anna Botta
Offered Spring 2007

SPN 332 The Middle Ages Today
The last decade has seen the publication in several languages of numerous books of fiction about al-Andalus (medieval Spain under the Muslim reign). Writers of these texts mix historical facts with fiction in order to “narrativize” a relatively remote past. Why is writing about the past becoming culturally valued? One answer is the relevance of the past to the present. Al-Andalus is particularly attractive to a broad audience because it serves as an example of what might be achieved in a culture of plurality and tolerance. Another reason for the interest in al-Andalus on the part of fiction writers and readers is the new scholarship which is enriching the field of medieval studies. For example, a new understanding of the position of women in medieval Iberia can be very appealing to the contemporary reader. Texts will include Juan Goytisolo’s Reinvidicación del conde don Julián, Magdalena Lasala’s Wallada la Omeya, Amin Maalouf’s Léon l’africain, Carme Riera’s Diins del darer blau, Noah Gordon’s The Last Jew, Salman Rushdie’s The Moor’s Last Sigh, Ali Tariq’s Shadows of the Pomegranate Tree, as well as films by Youssef Chahine and others. All readings in Spanish translation. Enrollment limited to 12. [L/F] 4 credits
Ibtissam Bouaibrine
Offered Spring 2007

EAL 360 Seminar: Topics in East Asian Languages and Literatures

Intimacy: Dreams, Disappointments and Practices of Desire
An exploration of intimacy through close readings of contemporary fiction by women in Taiwan, Tibet and the People’s Republic of China. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) reinforce or contest norms of economic, cultural and sexual citizenship? What do narratives of intimacy reveal about the social consequences of neoliberal ideologies and economic restructuring? How do pursuits,
realizations and failures of intimacy lead to personal and social change? Prerequisite: Permission of the instructor. [L]
Sabina Knight
Offered Spring 2007

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. Prerequisite: Permission of the instructor. [L] 4 credits
Kimberly Kono
Offered Spring 2007

361 Composing Knowledge in the Renaissance
The Renaissance in Europe (1350–1600) was a time of new forms of inquiry and knowledges: travelers to New Worlds making maps and writing narratives of their adventures, scholars recovering classical Greek and Latin and reading ancient books in new ways, scientists using empirical observation to transform ideas about nature, the human body and the heavens, religious reformers and mystics exploring new ways of reaching God. These new knowledges called for new discourses—that is, new logics and vocabularies. We’ll explore the languages and literary forms writers found to formulate and explain these new systems of thought. Our reading will include treatises, dialogues, poems, essays and new kinds of authorial personas (speaking voices) created by writers engaged in this quest, from Italy to France, England and Spain, including Petrarch, Christine de Pizan, Thomas More, Erasmus, Teresa of Avila, Michel de Montaigne and René Descartes. [L] 4 credits
Nicholas Russell
Offered Fall 2006

367 Imagined Homes: Literary Interpretations of the National Question
This course will analyze the works of twentieth-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican, and Palestinian authors whose attitudes toward their involvement in the national project differ greatly. Common thematic concerns to be stressed are the depiction of Home, the relationship with the dominant culture, violence, and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora required. [L/H] 4 credits
Reyes Lázaro
Offered Spring 2007

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 2006

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: CLT 202 and CLT 300 or permission of the instructor. [L] 4 credits
Ann Jones
Offered Spring 2007

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 year-long 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. CLT 202, CLT 293, CLT 300, CLT 340. (Note: CLT 202 is a prerequisite for CLT 204 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 203 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 (430), 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: Elizabeth Harries

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

Director of Study Abroad: Ann Jones
Visiting faculty and some lecturers are generally appointed for a limited term.

**Professors**
Michael O. Albertson, Ph.D. (Mathematics and Statistics)
†2 Joseph O’Rourke, Ph.D., *Chair*
†1 Ileana Streinu, Ph.D.

**Associate Professors**
Merrie Bergmann, Ph.D.

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

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

Three computer science courses have no prerequisites. These are CSC 102 (How The Internet Works), CSC 103 (How Computers Work), and CSC 111 (Computer Science I). 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 protocols, encoding and compression, http and HTML, the design of Web pages, the operation of search engines, beginning JavaScript; CSS. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 30. The course will meet for half of the semester only. *(M)* 2 credits

*Joseph O’Rourke*, Fall 2006, Spring 2007

*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

*Nicholas Howe*

*Offered first half of the semester, Fall 2006*

**105 Interactive Web Documents**
A half-semester introduction to the design and creation of interactive environments on the World Wide Web. Focus on three areas: 1) Web site design; 2) JavaScript; 3) Embedded multimedia objects. Enrollment limited to 30. Prerequisites: CSC 102 or equivalent competency with HTML. *(M)* 2 credits

*Nicholas Howe*

*Offered second half of the semester, Spring 2007*

**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 2006

*To be announced*, Spring 2007

*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
Nicholas Howe, Fall 2006
Chris Hardin, Spring 2007
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
Dominique Thiébaut, Chris Hardin
Offered Spring 2007

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
Dominique Thiébaut
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 every Fall

249 Computer Networks
This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: layered network architecture, physical layer and data link protocols, and transport protocols, routing protocols and applications. Most case studies will be drawn from the Internet TCP/IP protocol suite. {M} 4 credits
Judith Cardell
Offered Spring 2008

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
Judy Franklin
Offered every Fall

252 Algorithms
Covers algorithm design techniques (“divide-and-conquer,” dynamic programming, “greedy” algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. {M} 4 credits
Ileana Streinu
Offered Spring 2009

262 Introduction to Operating Systems
An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. {M} 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

**Dominique Thiébaut**

**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

**Joseph O’Rourke**

**Offered Spring 2008**

### 290 Introduction to Artificial Intelligence

An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered may include: game playing and search strategies; theorem proving; knowledge representation, logic and reasoning; machine learning; natural language understanding; neural networks; genetic algorithms; philosophical issues. Prerequisite: 112. \{M\} 4 credits

**To be announced**

**To be arranged**

### 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 Thiébaut**

**Offered Fall 2007**

### 353 Seminar in Robotics

A seminar introduction to robotics. Topics include basic mechanics, electronics and sensors, basic kinematics and dynamics, configuration space, motion planning, robot navigation, and self-reconfiguring robots. Projects will include computer simulations and programming existing and student-built robots. Prerequisites: CSG 112, 231, Calculus, Discrete Math or permission of the instructor. \{M\} 4 credits

**Ileana Streinu**

**Offered Spring 2008**

### 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 2007**

### 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 2006**

### 370 Computer Vision and Image Processing

Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar will consider techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Topics range from low-level techniques for image enhancement and feature detection to higher-level issues such as stereo vision, image...
retrieval, and segmentation of tracking of objects.  
Prerequisites: CSC 112, MTH 153 [N] 4 credits  
Nicholas Howe  
Offered Fall 2007

Cross-listed and  
Interdepartmental Courses

MTH 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. Prereq-
uitises: MTH 254, MTH 255, or CSC 252 or permission  
of the instructor. [M] 4 credits  
Offered 2007–08

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: Judith Cardell, Judy Franklin, Nicholas Howe,  
Joseph O’Rourke, Ileana Streinu, Dominique Thiebaut

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.

Course Theory Programming Systems
CSC 220 (Adv. Prog) X  
CSC 240 (Graphics) X X  
CSC 249 (Networks) X  
CSC 252 (Algorithms)) X  
CSC 262 (Op Sys) X X X  
CSC 270 (Circuits) X  
CSC 274 (Comp Geom) X X  
CSC 290 (AI) X X  
CSC 294 (Linguistics) X  
CSC 294 (Networks) X  
CSC 295 (Compilers) X X X  
CSC 297 (Diss.) X  
CSC 352 (Parallel Prog.) X X  
CSC 353 (Robotics) X X  
CSC 364 (Architecture) X  
CSC 390 (AI seminar) X  
CSC 394 (Linguistics) X X  
CSC 394 (Music) X X  
CSC 394 (Vision) X X

The Minor

Students may minor in Computer Science by fulfilling  
the requirements for one of the following concentra-
tions 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 Thiebaut
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 Thiebaut

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.

<table>
<thead>
<tr>
<th>#</th>
<th>Dept</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Preq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSC</td>
<td>102</td>
<td>How the Internet Works</td>
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<td></td>
<td>CSC</td>
<td>105</td>
<td>Interactive Web Documents</td>
<td>2</td>
<td>CSC 102</td>
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<td>CSC</td>
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<td>CSC 102 CSC 111</td>
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<td>4</td>
<td>ARH</td>
<td>101</td>
<td>Approaches to Visual Representation</td>
<td>4</td>
<td>none</td>
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<tr>
<td>5</td>
<td>ARS</td>
<td>162</td>
<td>Introduction to Digital Media</td>
<td>4</td>
<td>none</td>
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<tr>
<td>6</td>
<td>ARS</td>
<td>263</td>
<td>Intermediate Digital Media</td>
<td>4</td>
<td>ARS 162</td>
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<tr>
<td></td>
<td>ARS</td>
<td>361</td>
<td>Interactive Digital Multimedia</td>
<td>4</td>
<td>ARS 162</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampshire</td>
<td>CS 0174</td>
<td>Computer Animation I</td>
</tr>
<tr>
<td>Hampshire</td>
<td>CS 0334</td>
<td>Computer Animation II</td>
</tr>
<tr>
<td>Mount</td>
<td>CS 331</td>
<td>Graphics</td>
</tr>
<tr>
<td>Holyoke</td>
<td>CS 331</td>
<td>Graphics</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Offset Litho</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Photo Etchg</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397L</td>
<td>Digital Imaging: Offset Litho</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 697F</td>
<td>Digital Imaging: Photo Etchg</td>
</tr>
<tr>
<td>UMass</td>
<td>EDUC 591A</td>
<td>3D Animation and Digital Editing</td>
</tr>
<tr>
<td>UMass</td>
<td>CMPSCI391F</td>
<td>Graphic Communications</td>
</tr>
<tr>
<td>UMass</td>
<td>CMPSCI 397C</td>
<td>Interactive Multimedia Production</td>
</tr>
<tr>
<td>UMass</td>
<td>CMPSCI397D</td>
<td>Interactive Web Animation</td>
</tr>
</tbody>
</table>

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 Digital Sound and Music Processing includes areas of sound/music manipulation such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound and music, and algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below:

<table>
<thead>
<tr>
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<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>
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<td>CSC 112</td>
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<td>Foundations of Computer Science</td>
<td>4</td>
<td>CSC 111</td>
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<td></td>
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<td>MTH 153</td>
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<td></td>
</tr>
<tr>
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<td>MUS</td>
<td>110</td>
<td>Analysis and Repertory</td>
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<tr>
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<td>MUS</td>
<td>233</td>
<td>Composition</td>
<td>4</td>
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<td>MUS</td>
<td>212</td>
<td>20th Century Analysis</td>
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<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 Digital Sound and Music Processing</td>
<td>4</td>
<td>CSC 112 or 231 Permission</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>
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<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 2006*

**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.

**Associate Professor**

Rodger Blum, M.F.A., Chair

**Visiting Assistant Professor**

Robin Prichard, M.F.A.

**Visiting Artist-in-Residence**

Donna Mejia, B.Sc.

**Five-College Lecturer in Dance**

Marilyn Middleton-Sylla

**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)

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**

Vanessa Anspaugh

Aretha Aoki

Ariel Cohen

Maura Donohue

Kellie Lynch

Meredith Lyons

Ching-Shan Parks

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  
*Dephne Lowell*, Fall 2006  
*UM (Schwartz), AC, HC*  
Offered Fall 2006

**252 Intermediate Dance Composition**
Prerequisite: 151. L {A} 4 credits  
*MHC (Coleman & Jones), Fall 2006  
HC (Nicoli), Spring 2007*  
Offered Fall 2006, Spring 2007  
**B. Scripts and Scores**
Not offered during 2006-2007

**353 Advanced Dance Composition**
Prerequisite: 252 or permission of the instructor. L {A} 4 credits  
**A. Performance Studio**
*AC (To be announced)*  
Offered Fall 2006

**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  
*UM (Brown)*  
Offered Fall 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  
*MHC (Freedman)*  
Offered Fall 2006

**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 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-campus 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
Not offered in 2006-2007

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
Robin Prichard
Offered Spring 2007

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 2006

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
UM (Arslanian). Fall 2006
Offered Fall 2006

305 Advanced Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer’s vision is formed, altered, adapted and finally presented in performance. {A} 2 credits
Ballet Repertory
MHC (Flachs)
Offered Fall 2006

Phrase Work
Not offered 2006–07

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
AC, MHC
Offered Fall 2006

377 Advanced Studies in History and Aesthetics
4 credits
Integrity in Ethnic/Global Dance Fusion
Cultural misappropriation has an unfortunate and extensive history in dance. The exploration of ethnic/cultural dance fusion mandates that artists reconcile the values and context of indigenous dance traditions with agendas of the entertainment world. This course will explore the inevitable transformation of old and new dance traditions in performance, and seek to define what responsibility choreographers/performers have as cultural ambassadors in a “cut and paste” environment. Class will include films, readings and discussions. Enrollment limited to 25. (E) {A}
Donna Mejia
Offered Fall 2006
Art as Social Action
This course is a study of what constitutes an artist’s social responsibility and in what ways art is qualified to engage in direct political action. It will engage in creating interdisciplinary art through strategies of moral engagement, persuasion, and inquiry into personal and public life. Particular attention will be paid to contemporary issues artists face with globalization and the increasing intersections of the Third and First Worlds.
Robin Pritchard
Offered Spring 2007

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 11, 2006, at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. {A} 1 credit
Robin Pritchard
Offered Fall 2006

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

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
Aretha Aoki, Fall 2006
To be announced, Spring 2007
Offered Fall 2006, 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

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
Section 1: Aretha Aoki, Fall 2006
Section 2: Vanessa Anspaugh, Fall 2006
To be announced, Spring 2007
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
Ariel Cohen, Fall 2006
To be announced, Spring 2007
Offered Fall 2006, Spring 2007

215 Modern Dance III
Prerequisite: 113 and a minimum of one year of modern dance study. L. [A] 2 credits
Robin Prichard, Fall 2006
MHC, (Coleman & Freeman),
UM (Brown)
Offered Fall 2006

216 Modern Dance IV
Prerequisite: 215. L. [A] 2 credits
Donna Mejia, Spring 2007
HC (Nicolli), MHC, Fall 2006
Offered Fall 2006, Spring 2007

317 Modern Dance V
By audition/permission only. Prerequisite: 216. L and P. [A] 2 credits
MHC, UM
Offered Fall 2006

318 Modern Dance VI
Audition required. Prerequisite: 317. L and P. [A] 2 credits
Robin Prichard
Offered Spring 2007

Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class comprises three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor’s discretion.

120 Ballet I
L. [A] 2 credits
Section 1: Ariel Cohen, Fall 2006
Section 2: Vanessa Anspaugh, Fall 2006
MHC (R. Flachs), UM (Lipitz), Fall 2006
To be announced, Spring 2007
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
Ching-Shan (Sandra) Parks, Fall 2006
To be announced, Spring 2007
Offered both semesters each year

222 Ballet III
Prerequisite: 121 or permission of the instructor. L. [A] 2 credits
Rodger Blum
MHC (C. Flachs)
UM
Offered Fall 2006

223 Ballet IV
L. [A] 2 credits
To be announced
MHC (To be announced)
UM
Offered Spring 2007
324 Ballet V
By audition/permission only. L. \{A\} 2 credits
Rodger Blum
UM, MHC (Flachs)
Offered Fall 2006

325 Ballet VI
By audition/permission only. L. \{A\} 2 credits
Rodger Blum
MHC (To be announced)
Offered Spring 2007

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: Meredith Lyons, Fall 2006
Section 2: Maura Donohue, Fall 2006
UM (Kenney), Fall 2006
To be announced, Spring 2007
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
Kellie Lynch, Fall 2006
To be announced, Spring 2007
Offered both semesters each year

232 Jazz III
Further examination of jazz dance principles. L. \{A\} 2 credits
Donna Mejia
UM (Kenney)
Offered Fall 2006

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 2007

334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. \{A\} 2 credits
UM, (Kenney)
Offered Fall 2006

335 Jazz VI
Advanced principles of jazz dancing. L. By audition/permission only. \{A\} 2 credits
To be announced
Offered Spring 2007

Cultural Dance Forms I And II
Cultural Dance Forms presents differing dance traditions from specific geographical regions or distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique, beginning and intermediate (I), and intermediate and advanced (II) and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. Some classes include repertory performance and therefore vary in credits.

142 Cultural Dance Forms I
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
Marilyn Middleton-Sylla
MHC, AC (Middleton-Sylla)
Offered Fall 2006, Spring 2007

Tribal Fusion
Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women’s styles of Arabic folk dance and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African Tribal forms and more recently, American Hip Hop, Punk and Gothic cultures. Enrollment limited to 30. \{A\} 2 credits
Donna Mejia
Offered Fall 2006
Introduction to Flamenco Dance
Study of the technique, style and history of Flamenco dance with some understanding of Flamenco singing. Class time will focus on rhythm, footwork and hand clapping, arm and body movement, as well as choreography; practice in improvisation and dance conditioning. Flamenco footwear required: women should wear mid-calf length or ankle-length skirts. Open to all levels of experience. L. [A] 2 credits
Fania Tsakalakos
Offered Fall 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, i.e. (Mali, Senegal, the Gambia, Guinea) as well as Nigeria and Ghana. It will specifically examine the dance styles of the Serer, Lebou, Djiolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 30. [A] 2 credits
Marilyn Middleton-Sylla
Offered Spring 2007

C. The Major
Advisers: Rodger Blum, Susan Waltner

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and anthropology, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level and within the requirements of Emphasis I or II (see below).

History Dance in the 20th Century (DAN171) and Dance and Culture (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, bio-mechanics, and their relationships to various theories of technical study.

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

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

Emphasis I: Technique and Performance A dancer’s instrument is her body and it must be trained consistently. Students are encouraged to study several dance forms and styles. Students who will emphasize performance and choreography are expected to reach advanced level in one or more forms. Public performance, while optional and without additional credit, is encouraged to realize dance skills before an audience.

Requirements in Technique and Performance Emphasis:
1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (2 credits) and 252
5. Five courses are required in dance technique for the major. Students can explore up to four courses in
a single form. At least two semesters must be at the advanced level. A single level of technique courses may be taken for credit up to three semesters.

6. Two courses from the following: 309, 342, 353, 375, 377.

7. DAN 400 (4 credits) must be taken in the senior year.

Emphasis II: Theoretical Practices Dance students may prefer to concentrate on an academic emphasis instead of dance performance. These students are also encouraged to study several dance forms and styles and they are expected to reach intermediate level in one or more forms.

Requirements in Theoretical Practices of Dance:

1. 171 and 272
2. 241
3. 285 or 287, or a 200-level course in another discipline
4. 151, 200 (2 credits) and 375
5. Five technique courses are required in the dance theory emphasis of the major. Dance Theory students should explore at least two courses in two technique forms. Students should reach intermediate level in at least one form. A single level of technique courses may be taken for credit up to three semesters.
6. Two courses from the following: 309, 342, 377.
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
I. Tribal Fusion

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: Rodger Blum

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
Rodger Blum
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
Rodger Blum
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 2007

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
Robin Prichard
Offered Fall 2006

553 Choreography by Design
This class will examine and engage the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. 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
Rodger Blum
Offered Spring 2007

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

Susan Waltner
Offered Spring 2008

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)
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 145 Eighteen in Two Cultures: Entering Adulthood in Japan and America**
This course will examine what it means to be eighteen years old in two very different contemporary cultures, Japan and the United States. Students will compare the transition into adulthood in these countries by examining a range of cultural norms and structures, including the school, the family, the use of leisure time and the habits of material consumption. How does each of these cultures prepare youth to become adults in the face of rapid change? What is the same and what is different? Students will journey to Kyoto over January term to experience the cultural differences and similarities first-hand. Enrollment limited to 15. (E) (WI) 4 credits

Rosetta Cohen (Education) and Tom Rohlich (East Asian Languages and Literatures)
Offered Fall 2006 (Pending CAP Approval)

**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 shamans’ 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. {L} 4 credits

Sujane Wu
Offered Fall 2006

**EAL 232 Modern Chinese Literature**
Selected readings in translation of 20th-century Chinese literature from the late-Qing dynasty to contempo-
EAL 245 Writing, Japan and Otherness
An exploration of representations of “otherness” in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan’s identity as a modern nation configured through representations of other nations and cultures? How are categories of race, gender, nationality, class and sexuality used in the construction of difference? This course will pay special attention to the role of “otherness” in the development of national and individual identities. In conjunction with these investigations, we will also address the varied race, gender, national and cultural perceptions of Japan in the modern period.

All readings are in English translation. Offered Fall 2006

Thomas Rohlich

EAL 244 Construction of Gender in Modern Japanese Women’s Writing.
This course will focus on the construction of gender in the writings of Japanese women from the mid-19th century until the present. How does the existence of a “feminine literary tradition” in premodern Japan influence the writing of women during the modern period? How do these texts reflect, resist, and reconfigure conventional representations of gender? We will explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as race, class and sexuality in relation to gender and each other. Taught in English, with no knowledge of Japanese required. Offered Fall 2006

Kimberly Kono

EAL 242 Modern Japanese Literature
A survey of Japanese literature from the late 19th century 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. Offered Spring 2007

Thomas Rohlich

EAL 237 Chinese Poetry and the Other Arts
This course studies relationships between the arts of traditional Chinese poetry, painting, calligraphy, music and other visual and plastic arts. We will explore the following issues: How poetry and other arts are inextricably linked? Should poetry be always made of words? Could the world of poetry be perceived beyond words? Does the rhythmic quality of Chinese language underlie the affinity of poetry with music? What and why do the Chinese write on their paintings? All readings in English translation. Offered Fall 2006

Sujane Wu

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. Offered Fall 2006

Maki Hubbard

EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
A study of Japanese literature and its cultural roots from the 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. Offered Spring 2007

Sabina Knight
ways in which Japan is represented as “other” by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation. (L) 4 credits
 Kimberly Kono
 Offered Spring 2007

EAL 360 Seminar: Topics in East Asian Languages and Literatures

Sec. 1
Intimacy: Dreams, Disappointments and Practices of Desire
An exploration of intimacy through close readings of contemporary fiction by women in Taiwan, Tibet and the People’s Republic of China. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) reinforce or contest norms of economic, cultural and sexual citizenship? What do narratives of intimacy reveal about the social consequences of neoliberal ideologies and economic restructuring? How do pursuits, realizations and failures of intimacy lead to personal and social change? Prerequisite: Permission of the instructor. (L)
 Sabina Knight
 Offered Spring 2007

Sec. 2
Writing Empire: Images of Colonial and Postcolonial Japan
This seminar 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 literary texts produced in an about the Japanese empire during the first half of the 20th century, we will discuss concepts such as assimilation, mimicry, hybridity, race and transculturation in the context of Japanese colonialism. By examining different voices from inside and outside of Japan’s empire, students will gain a deeper understanding of the complexities of colonial hegemony and identity. Prerequisite: Permission of the instructor. (L) 4 credits
 Kimberly Kono
 Offered Spring 2007

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 110 Chinese I (Intensive)
An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and active mastery of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation and the acquisition of skills in reading and writing Chinese characters. 5 credits
 Grant Li, Jing Hu
 Offered each Fall

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. (F) 5 credits
 Ling Zhao, Jing Hu
 Offered each Spring

CHI 220 Chinese II (Intensive)
Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audio-visual materials. Prerequisite: 111 or permission of the instructor. (F) 5 credits
 Ling Zhao, Fang Liu
 Offered each Fall

CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. (F) 5 credits
 Grant Li, Fang Liu
 Offered each Spring

CHI 301 Chinese III
Building on the skills and vocabulary acquired in Chinese II, students will learn to read simple essays on
topics of common interest, and will develop the ability to understand, summarize and discuss social issues in contemporary China. Readings will be supplemented by audio-visual materials. Prerequisite: 221 or permission of the instructor. {F} 4 credits
To be announced
Offered each Fall

CHI 302 Chinese III
Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations will complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. {L/F} 4 credits
To be announced
Offered each Spring

CHI 350 Advanced Readings in Chinese: Modern Literary Texts
Development of advanced oral and reading proficiency through the study and discussion of selected modern Chinese literary texts. Students will explore literary expression in original works of fiction, including short stories, essays, novellas and excerpts of novels. Prerequisite: 302 or permission of the instructor. {L/F} 4 credits
To be announced
Offered each Fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
In contrast with CHI 350, this course focuses on readings of political and social import. Through the in-depth study and discussion of essays drawn from a variety of sources, students will increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. {L/F} 4 credits
Su Jane Wu
Offered each Spring

Japanese Language

JPN 110 Japanese I (Intensive)
An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 90 Kanji. Designed for students with no background in Japanese. {F} 5 credits
Yuri Kumagai, Maki Hubbard, Fusako Yamagwa-Braxton
Offered each Fall

JPN 111 Japanese I (Intensive)
A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji will be introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. {F} 5 credits
Maki Hubbard, Yuri Kumagai, To be announced
Offered each Spring

JPN 220 Japanese II (Intensive)
Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 111 or permission of the instructor. {F} 5 credits
Atsuko Takahashi
Offered each Fall

JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} 5 credits
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
Atsuko Takahashi
Offered Fall 2006

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 2007

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. 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 351 Advanced Studies 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
Suk Massey
Offered Fall 2006

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
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 Studies 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 237 Chinese Poetry and the Other Arts
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 237 Chinese Poetry and the Other Arts
- 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 Studies in Korean Language and Literature
East Asian Studies

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

East Asian Studies Advisory Committee
Daniel K. Gardner, Professor of History
Marylin Rhie, Professor of Art and of East Asian Studies,
Director
†1 Peter N.Gregory, Professor of Religion and of East Asian Studies
Dennis Yasutomo, Professor of Government
Suzanne Z. Gottschang, Assistant Professor of East Asian Studies and Anthropology
Marnie Anderson, Assistant Professor of History
Jennifer Jung-Kim, Assistant Professor of East Asian Studies

Participating Faculty
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 Deirdre Sabina Knight, Assistant Professor of East Asian Languages and Literatures
†2 Kimberly Kono, Assistant Professor of East Asian Languages and Literatures
†2 Thomas Rohlich, Professor of East Asian Languages and Literatures
Sujane Wu, Assistant Professor of East Asian Languages and Literatures

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: EAS 215, HST 211, HST 212, or HST 220
b) One survey course on modern East Asia: EAS 219, ANT 252, or ANT 253

Note: Basis courses must cover more than one East Asian country

Electives (6 courses)

1) Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses.
a) Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan, or Korea) or a thematic concentration (for example, the Confucian tradition, the Buddhist legacy, gender, imperialism, thought and art, political economy, international relations, etc.)

b) Electives must include courses in both the humanities and social sciences

c) Electives must include courses on more than one East Asian country

d) One of the elective courses must be a Smith seminar

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

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

   a) The course has a substantial East Asian component suitable for a comparative study of East Asia

   b) The student obtains the approval of the East Asian Studies Advisory Committee

   c) No more than one such course shall be applied toward the major.

3) A student may honor in East Asian Studies (EAS 430d). Honors requires a 3.0 GPA overall and 3.3 GPA in the major. The honors thesis may substitute for the seminar requirement.

4) Junior Year Abroad programs are encouraged at College approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China, and Ewha Women’s University for Korea. Courses taken at JIA programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions:

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

   b) Courses taken away from Smith must not total more than half of the credits counted toward the major.

Advisers: Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo, Suzanne Z. Gottschang

EAS 216 Premodern Korea
This course will examine the evolution of Korean culture and society within the context of political and institutional histories, from prehistoric times until just before the opening of ports in 1876. We will discuss such topics as early state formation, the development of centralized bureaucratic systems, foreign relations and social and economic change. A major theme of the course will be how Buddhism and Confucianism developed within the Korean socio-political context, particularly with regard to issues of social status, gender relations and cultural production. [H] 4 credits
Jennifer Jung-Kim
Offered Spring 2007

EAS 219 Modern Korean History
This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis and the 2000 Inter-Korea cultural changes such as modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean Wave (Hallyu). [H] 4 credits
Jennifer Jung-Kim
Offered Fall 2006

EAS 230 Women of Korea from the Three Kingdoms Period to the Present
This course examines Korean history from the perspective of women. Basing our study on the proposition that gender roles and identities are socially constructed, we will consider how concepts relating to gender have been continuously reconstituted over time. We will see how women’s identities arise from a continual negotiation by women and men with larger processes of political, social and cultural changes, such as the formation of centralized bureaucratic systems, propagation of Confucian social values, introduction of modern Western ideas, colonization by Japan, war, urbanization, industrialization and democratization. Enrollment limited to 18. [H/S] 4 credits
Jennifer Jung-Kim
Offered Fall 2006
EAS 235 Inter-Korea Relations and South Korean Cinema
North-South Korean relations have changed dramatically since the 1998 inception of the South Korean “Sunshine Policy” of engagement with North Korea. The Inter-Korea Summit in 2000 was the beginning of a new era of official, economic and cultural exchanges between the two countries. Yet despite the overarching spirit of reconciliation between North and South, political tensions run high, especially with continued concerns about the North’s weapons policies. This course will examine the political history of inter-Korean relations and also see how South Korean cinema reflects the changing socio-political climate. Enrollment limited to 18. {S} 4 credits
Jennifer Jung-Kim
Offered Spring 2007

EAS 270 Colloquium in East Asian Studies
Topic: Japanese Buddhist Art. Study of the Japanese Buddhist art traditions in architecture, sculpture, painting, gardens and the tea ceremony from the 6th to the 19th centuries. {H/A} 4 credits
Marylin Rhie
Offered Spring 2007

EAS 279 Colloquium: The Art and Culture of Tibet
The architecture, painting, and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. {A/H} 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 252 The City and the Countryside in China {S} 4 credits
Suzanne Z. Gottschang
Offered Fall 2006

ANT 253 Introduction to East Asian Societies and Cultures {E} {S} 4 credits
Suzanne Z. Gottschang
Offered Spring 2007

HST 211 (L) The Emergence of China {H} 4 credits
Daniel Gardner
Offered Fall 2007

HST 212 (L) China in Transformation, A.D. 750–1900 {H} 4 credits
Daniel Gardner
Offered Spring 2007, Spring 2008

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
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 215  Pre-Modern Korean History
EAS 219  Modern Korean History
EAS 230  Women of Korea from the Three Kingdoms to the Present
EAS 235  Colloquium: Inter-Korea Relations and South Korean Cinema
EAS 270  Colloquium in East Asian Studies
EAS 279  Colloquium: The Art and Culture of Tibet
EAS 375  Seminar: The Art and Culture of Tibet
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 217  World War II
HST 218  Thought and Art in China
HST 220  Colloquium: Japan to 1600
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 19th 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 230 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: Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo, Suzanne Z. Gottschang
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

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. {S} 4 credits
James Miller
Offered Fall 2006

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 deci-
Economics

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 Fall 2006, Spring 2007

\[171\] 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 and cross-section data analysis. Special issues in time-series analysis. Prerequisites: 150, 153 and 190 and MTH 111. \(\{S/M\} 4\) credits

Robert Buchele, Elizabeth Savoca
Offered Fall 2006

\[250\] 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

To be announced

To be arranged

\[333\] Seminar: Free Market Economics

Compare and contrast the philosophical theories of justice of Robert Nozick and John Rawls. A research project involving a long paper and a 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 2007

\[362\] Seminar: Population Economics

Topic: The Economics of Aging. Many countries today face rapidly aging populations. The economic consequences will pose enormous challenges to policymakers. What are the implications of an aging population for the sustainability of pension funds and health care systems? for labor force growth and productivity growth? for savings and asset markets? for the demand for public and private goods? What policy options have economists offered to deal with these issues? In this seminar we will study these questions and more from both microeconomic and macroeconomic perspectives. Prerequisites: ECO 250, 190. Enrollment limited to 15. \(\{S\} 4\) credits

Elizabeth Savoca
Offered Fall 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 2006

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
To be arranged

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 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 2007

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 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 2007

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 Mabedavi
Offered Fall 2007

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 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 2007

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
To be arranged

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 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 2007

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) (E status extended for this year only.) {S} 4 credits
Ardith Spence
Offered Fall 2006

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 2007

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
To be arranged

211 Economic Development
An overview of economic development theory and practice since the 1950s. What is economic development: how is it defined and measured? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics

Karen Pfeifer
To be arranged
include trade policy (protectionism versus free trade),
industrial and agricultural development strategies,
multinational investment, formal and informal sector
employment, women in development, international
financial issues (lending, balance of payments deficits,
the debt and financial crises), structural adjustment
policies and the new globalization or production and
finance. Prerequisites: 150 and 153. {S} 4 credits
Nola Reinhardt
Offered Fall 2006

213 The World Food System
Examination of changing international patterns of
food production and distribution to shed light on the
paradox of world hunger in the face of global food
abundance. Explores the rise of modern agriculture
and its advantages and disadvantages compared to
traditional farming methods. Considers the transforma-
tion of third-world agriculture in the context of
increasing concentration in agricultural production
and marketing, the debate over food aid, technology
transfer to developing countries, GATT/WTO agricul-
tural agreements, and structural adjustment/globalization
policies. Prerequisite: 150. {S} 4 credits
Nola Reinhardt
Offered 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 infra-
structure 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? Prerequi-
site: Either 150 or 153. {S} 4 credits
Karen Pfiefer
To be arranged

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 devel-
opment. Prerequisite: 250. {S} 4 credits
To be arranged

296 International Finance
An examination of international monetary theory and
institutions and their relevance to national and inter-
national economic policy. Topics include mechanisms
of adjustment in the balance of payments; macro-
economic 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 mar-
kets. Prerequisite: 253. {S} 4 credits
Mahnaz Mahdavi
Offered Spring 2008

310 Seminar: Comparative Labor Economics
Why do lawyers and doctors make so much more than
college professors? Are corporate executives paid too
much or too little? How much of the male-female
wage gap is due to discrimination? Is education an
investment in human capital, a signal or a means of
reproducing the class structure? How has trade with de-
v eloping 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, 190 and MTH 111
(calculus). {S} 4 credits
Roger Kaufman
Offered Fall 2006

318 Seminar: Latin American Economies
The Latin American economies have undergone a dra-
matic 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. {S} 4 credits
Nola Reinhardt
To be arranged
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 US Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 253. (S) 4 credits
Roisin O’Sullivan
Offered Spring 2007

404 Special Studies
Admission by permission of the department, normally for majors who have had four semester courses in economics above the introductory level.
4 credits
Offered both semesters each year

408d Special Studies
Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department’s “Handbook for Prospective Majors” on the department’s Web page: www.smith.edu/economics. 8 credits
Full-year course; Offered each year

The Major

Adviser for Study Abroad: James Miller
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 Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

The Minor
Advisers: Same as for the major

Requirements: six courses in economics, consisting of 150, 153, 190, and three other courses in economics; or 150, 153, a statistics course taken outside of the department, and four other courses in economics. Crediting procedures are the same as for the major.

Honors
Director: Robert Buchele
430d Thesis
8 credits
Full-year course; Offered each year

431 Thesis
8 credits
Offered Fall 2006

Requirements: A thesis and 8 semester courses 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 yearlong course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination on the material in their theses.
Education and Child Study

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

**Professors**
Alan L. Marvelli, Ed.D.
†2 Sue J. M. Freeman, Ph.D.
Alan N. Rudnitsky, Ph.D., Chair
**2 Rosetta Marantz Cohen, Ed.D.

**Associate Professors**
†2 Susan M. Etheredge, Ed.D.
*1 Sam Intrator, Ph.D.

**Assistant Professor**
*1 Lucy Mule, Ph.D.

**Lecturers**
Cathy Hofer Reid, Ph.D.
Cathy Weissman Topal, M.A.T.
Janice Gatty, Ed.D.
†2 Glenn Ellis, Ph.D.

**Tutor Supervisor**
Marilyn London, M.A.

**Teaching Fellows**
Margaret C. Betts, B.A., J.D.
Amie E. Colcord, B.A.
Talia S. Epstein, B.A.

Nicholas C. Giammaria, B.A.
Kara M. McKeever, B.A.
Anne I. Naughton, B.A., M.A.

**Advisory Committee**
Gwen Agna, M.Ed.
Carol Gregory, M.A.
Johanna M. McKenna, M.A.
Suzanne Scallion, M.Ed.
Beth Singer, Ed.D.

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 Spring 2007

Historical and Philosophical Foundations

100 The American Teacher
This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives, and to understand the roots of its status as “special, but shadowed.” Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the profession in the 1960’s, and the recent attempts to elevate the teacher’s professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher, and ethnographies of classroom life. Enrollment limited to 35. {H/S} 4 credits
Rosetta Cohen
Offered Spring 2007

342 Growing Up American: Adolescents and Their Educational Institutions
The institutional educational contexts through which our adolescents move can powerfully influence the growth and development of our youth. Using a cross-disciplinary approach, this course will examine those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. Three issues will be investigated. First, what theoretical and socio-cultural perspectives shape these educational institutions? Second, how do these
institutions serve or fail the diverse needs of American youth? Lastly, how and under what conditions do these educational institutions matter to youth? This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35. {S} 4 credits

Sam Intrator
Offered Spring 2008

552 Perspectives on American Education
Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits

Rosetta Cohen
Offered Spring 2007

Sociological and Cultural Foundations

200 Education in the City
The course explores how the challenges facing schools in America’s cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks how have urban educators and 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 Spring 2008

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 Spring 2007

323 The American Middle School and High School
A study of the American secondary and middle school as a changing social institution. An analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. {S} 4 credits

Rosetta Cohen
Offered Fall 2006

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. {S} 4 credits

Lucy Mule
Offered Spring 2007

Learners and the Learning Process

235 Child and Adolescent Growth and Development
A study of theories of growth and development of children from prenatal development through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. Enrollment limited to 55. {S} 4 credits

Janice Gatty
Offered Fall 2006, Spring 2007

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. Priority given to majors, minors, first-year, and second-year students. Enrollment limited to 30. [S/N] 4 credits

Alan Rudnitsky
Offered Fall 2006, Spring 2007

239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. [S] 4 credits
Sue Freeman
Offered Fall 2006

249 Children Who Cannot Hear
Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. [S] 4 credits
Alan Marvelli
Offered Spring 2007

548 Student Diversity and Classroom Teaching
An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, special needs as factors in classroom teaching and student learning. Research and pre-practicum required. [S] 4 credits
Sue Freeman
Offered Fall 2006

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 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. [S] 4 credits
Donald Siegel
Offered Fall 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 2008

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 2006

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

To be announced
Offered Spring 2007

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 or 342 and 238 and permission of the instructor. {S} 4 credits
Sue Freeman
Offered Spring 2007

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. Preregistration meeting scheduled in April. {S} 12 credits
Cathy Swift (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 2006

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 2006

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 2006

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. {H} 4 credits
Peter Gunn
Offered Fall 2006

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 2006

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

Anouk Alquier
Offered Fall 2006

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**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 2006

**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 2006

**Speech Science and Audiology**

**565 Hearing, Speech and Deafness**

4 credits

*Part I. Nature of Sound*


*Part II. Nature of Communication*

Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills. 4 credits

Hollis Altman
Offered Summer 2006

**566 Audiometry, Hearing Aids and Auditory Learning**

Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills. 2 credits

Hollis Altman
Offered Fall 2006

**573 Audiometry, Acoustics and the Role of the Teacher**


Hollis Altman, Danial Salvucci
Offered Fall 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 breathing, 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  
Full-Year Course, Offered Both Semesters

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 2007

Curriculum and Instruction

563 Elementary School Curriculum, Methods and Media for the Deaf  
Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits  
Members of the faculty  
Full-Year Course, Offered Both Semesters

Student Teaching

569 Observation and Student Teaching  
A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits  
Members of the faculty  
Full-Year Course, Offered Both Semesters

Education of the Deaf Electives

571 Introduction to Signing and Deaf Culture  
Development of basic receptive and expressive skills in American Sign Language and fingerspelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits  
Ruth P. Moore  
Offered Spring 2007

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; one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year. The following courses, when applied toward the major, cannot be taken with the S/U option: 235, 238, 342, 345, 346, 340.

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: Sue Freeman

Teacher/Lecturers—Elementary Program  
Tiphareth Ananda, Ed.M.  
Penny Block, Ed.M.  
Gina Bordoni-Cowley, M.Ed.  
Elizabeth Cooney, A.B.
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:** Janice Gatty

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)

### c. Learning and Instruction

**Advisers:** Sam Intrator, Rosetta Cohen, Al Rudnitsky

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 342 Growing Up American
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
  Technology/Engineering 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 2005 was 93 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.
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 strongly encouraged to take the Fundamentals of Engineering Exam (the “FE”) distributed by the national council of Examiners in Engineering and Surveying. The cost of the FE exam is paid for by the college.

**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, in-class discussions, will challenge students to critically analyze contemporary issues related to the interaction of technology and society. [N] 4 credits

*Borjana Mikic, Paul Voss, Fall 2006*  
*Borjana Mikic, Spring 2007*  
**Offered Fall 2006, Spring 2007**
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.
Andrew Guswa
Offered Fall 2006

LSS 180 The Playground Project
This one-credit course will enable students from four disciplines to collaborate in the formal design process to benefit the new playgrounds at Fort Hill School, Smith College. Through charrettes and reviews, small groups, composed of students from architecture, education, engineering and landscape studies, will design an climbing structure for toddlers, a water feature for infants to preschoolers, and storyboards about the rich history of the site. The end result will be buildable playground features. Meets the following ABET outcomes: ABET (a) (c) (d) (e) (f) and (g). Enrollment limited to 20. (E) 1 credit
Not offered during 2006–07

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 every Fall

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 every Spring

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 every Spring

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
Susan Voss
Offered every Fall

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: MTH 112 (or MTH 114), PHY 210 (may be taken concurrently), 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 Fall 2006, Spring 2007, Spring 2008

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.

Dominique Thiébaut
Offered every Fall

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.

Dominique Thiébaut
Offered every Fall

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.

Donna Riley
Offered every Spring 2007

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.

Glenn Ellis
Offered every Fall

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.

Paul Voss
Offered every Spring

272 The Science and Mechanics of Materials
This course focuses on the fundamentals of the mechanics of materials and provides students with a brief introduction to materials science and the finite element method. 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, methods of approximation, crystalline and structure dislocation and thermal behavior of materials. Prerequisites: EGR 270 and CHM 111 or the equivalent.

Timothy Doughty
Offered every Spring

273 Mechanics Laboratory
This is a required noncredit laboratory course that meets once a week. Corequisites: EGR 271 and/or EGR 272.

Timothy Doughty
Offered every Spring

274/PHY 220 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or permission of the instructor.

Rosemary McNaughton, Fall 2006
Malgorzata Zielinska-Pfabé, Fall 2007
Offered every Fall

280 Engineering Thermodynamics
Modern civilization relies profoundly on efficient production, management and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat and the properties of mat-
Engineers rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration and microchip processing. Course topics include: first and second laws of thermodynamics, power cycles, combustion and refrigeration, phase equilibria, ideal and non-ideal mixtures, conductive, convective and radiative heat transfer. Prerequisites (or co-requisites): EGR 260 and PHY 210 (or the equivalents) or permission of the instructor. 4 credits

Donna Riley
Offered every Fall

302 Materials Engineering
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 the 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 and CHM 111 (or the equivalent). 4 credits

Linda Jones
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 addressing air pollution in both engineering and policy terms, with an emphasis on engineering controls. Prerequisites: CHM 111, PHY 210 and EGR 210 (or equivalents) or EGR 260 or permission of the instructor. 4 credits

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 human modification to the natural hydrologic cycle. Material includes the conceptual understanding of hydrologic processes (precipitation, evapotranspiration, streamflow, etc.) and their statistical and mathematical representation. The course introduces students to African savannas, the cloud forests of Costa Rica, the Hubbard Brook LTER and the Florida Everglades. Prerequisites: MTH 112 or 114 or permission of the instructor. 4 credits

Andrew Guswa
Offered Fall 2006

319/GEO 309 Groundwater Geology
A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 111, 121 or FYS 134 and MTH 111. Enrollment limited to 14. 4 credits

Robert Newton
Offered Fall 2006

320 Signals and Systems
The concepts of linear system theory (e.g., Signals and Systems) are fundamental to all areas of engineering, including the transmission of radio signals, signal processing techniques (e.g., medical imaging, speech recognition, etc.), and the design of feedback systems (e.g., in automobiles, power plants, etc.). This course will introduce the basic concepts of linear system theory, including convolution, continuous and dis-
crete time Fourier analysis, Laplace and Z transforms, sampling, stability, feedback, control and modulation. Examples will be utilized from electrical, mechanical, biomedical, environmental and chemical engineering. Prerequisites: EGR 220 and PHY 210. [M] 4 credits

Susan Voss
Offered every Spring

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
Offered Spring 2007

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 2006–07

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 2006–07

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 or 4 credits

Piotr Decowski, Spring 2007
Doreen Weinberger, Spring 2008
Offered Spring 2007, Spring 2008

325 Electric Energy Systems
The course introduces students both to a variety of energy conversion technologies (renewable, hydro, nuclear and fossil), and to the operation of electric power systems. Coursework includes broad analyses of the conversion technologies and computer simulation of power systems. Engineering, policy, environmental and societal aspects of energy conversion and energy use are discussed. A team-based project will analyze the system and societal impacts of different energy technologies for meeting a region’s electricity needs. Enrollment limited to 20 students. [N] 4 credits

Judith Cardell
Offered Spring 2007

330 Engineering and Global Development
This course examines the engineering and policy issues around global development, with a focus on appropriate and intermediate technologies. Topics include water supply and treatment, sustainable food production, energy systems, and other technologies for meeting basic human needs. Students will design and build a prototype for an intermediate technology. Restricted to students with junior standing in engineering or those who have obtained the instructor’s permission. Enrollment limited to 12. (E) [N] 4 credits

Donna Riley
Offered Spring semester in alternating years; Offered Spring 2007

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. Prerequisite: EGR 272 or GEO 241. [N] 4 credits
Glenn Ellis
Offered Spring 2007

346 HydroSystems Engineering
Through systems analysis and design projects, this course introduces students to the field of water resources engineering. Topics include data collection and analysis, decision-making under uncertainty, the hydrologic cycle, hydropower, irrigation, flood control, water supply, engineering economics and water law. Prerequisites: MTH 112 or 114, EGR 271 (or permission of the instructor). 4 credits
Andrew Guswa
Offered Spring 2007

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 Thébaut
Offered Fall 2006

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 Semester in alternating years; Not offered Fall 2006

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 Mikic
Offered Fall 2006

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 Mikic
Offered Spring 2007

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 2006

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
Not offered in 2006–07

390 Topics in Engineering

Topic: Technological Risk Assessment and Communication. Risk abounds in our everyday life, and technology is often leveraged to reduce risk (e.g., designing buildings that withstand earthquakes, developing new vaccines). However, technology also can induce risk, as we have seen with innovations in transportation (automobile and plane accidents), pest control (carcinogenic chemicals) and power generation (coal mining and nuclear power accidents), to name a few. This seminar-style course covers topics in risk analysis including risk assessment (how to model and estimate risks people face), risk abatement (strategies and technologies for limiting or reducing risk), and risk management (public or private processes for deciding what risk levels are acceptable). We will examine the psychology of risk perception, judgement and decision making, and human factors issues in engineering design that increases or decreases risk. Students will develop an understanding of the complex relationships between risk and benefit, and learn to design and evaluate risk communication materials. Course activities include interactive exercises in risk ranking and warnings analysis. Prerequisites: Statistics MTH 241 or equivalent or permission of the instructor. 4 credits

Donna Riley
Offered Fall 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 yearlong 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 an accredited 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, iden-
tifying the critical need for broadly educated engineers, points out that the design of an engineering curricu-

lum should “recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing tech-

nologies and to increasingly complex multinational markets.”

An integral component of the program is the con-

tinuous 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 curricu-

lum 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), 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

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 addi-

tional course in the natural sciences (e.g., biology, geology)

In addition to majoring in engineering at Smith, students may pursue an engineering minor (see the following).

### 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.

Most students will begin their study of literature at Smith with English 120 before proceeding to one of the courses—199, 200, 201 and 231—that serve as a gateway for the major. First-year students who have an English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT may enter one of the gateway courses in the fall semester. In 2006–07, English 120, 199 and 201 will be taught as writing intensive courses. Those first-year students who have taken a gateway course in the fall may, after consultation with the instructor, elect a 200-level class beyond the gateway in the spring.

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, incoming students have priority in the fall semester, and other students are welcome as space permits.

First-Level Courses in Writing

ENG 118 may be repeated, but only with a different instructor and with the permission of the director. 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 Melissa Bagg. 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 2006

Mixing Memory and Desire: Language and the Construction of Experience
Topic pending approval of the Committee on Academic Priorities.
How does language construct what it attempts to describe? What is the connection between words and worlds? Readings will focus on the delights and dangers of language's transfigurative power, with a particular emphasis on the way words define social, cultural and individual identities. Assignments include three short analytical essays, an oral report and a research paper on a memoirist of your choice. WI

Melissa Bagg
Offered Fall 2006

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 2006

Diversity, Community and the Complexities of Difference
Reading and writing analytic texts about the development of racial identity and related issues. Topics include ethnic identity, racism, naming and identity, affirmative action and the model minority myth. WI

Julio Alves
Offered Fall 2006

Riding the Wave: The Women’s Movement, 1968–79
Reading and writing about the women’s movement of the late 1960s and 1970s, often called Second Wave Feminism. Readings will include primary documents, secondary sources and statistical data. Writing will include scholarly essays, biography and mixed genres. Regular library research and oral presentations. (E) (WI) 4 credits

Julio Alves
Offered Fall 2006

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 2006

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 2006
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, alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. Course may be repeated. {L} 2 credits
Ellen Doré Watson
Offered Fall 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
Sharon Seelig, Robert Hosmer, Eric Reeves
Offered Fall 2006, Spring 2007

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, Charlotte Brontë and James. {L} WI
Nora F. Crow
Offered Fall 2006

Reading and Writing Short Poems
A course in the nuts and bolts of poetry. We will look at poems and study their techniques (e.g., sound patterns, image development, form). We will write and revise our own poems, using these techniques. Poets include Basho, Christopher Smart, Walt Whitman, Gwendolyn Brooks, Eavan Boland, Li-Young Lee. {L} WI
Sara London, Ann Boutelle
Offered Fall 2006, Spring 2007

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 2006, Spring 2007

Growing Up Asian American
An exploration of Asian American coming-of-age narratives. How have writers imaginatively reflected on growing up in 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. {WI} {L}
Floyd Cheung
Offered Fall 2006

Ghost Stories
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. {WI} {L}
Cornelia Pearsall
Offered Fall 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 Fall 2006

The Icelandic Saga
A reading in translation of the classic sagas of medieval Iceland. Exploration of the powerful role of women, the intimacy between law and violence, the inevitability of blood-feud, and the grim humor and desperate religion that articulated the saga view of the world. {L} WI
Craig R. Davis
Offered Fall 2006

Literature of the Fantastic
A study of fantasy—the nonreal, surreal, strange and/or eccentric in literature, focusing particularly on texts
that cross boundaries between life and death, male and female, human and inhuman. Authors to include Shakespeare, Swift, Woolf, Malamud, Hong Kingston, Morrison and others. (L) WI Gillian Kendall
Offered Fall 2006

Literature of the Wasteland
A study of how literary texts depict a human landscape without purpose or promise, without meaning or redemption. Readings in Dante, Shakespeare, Conrad, Faulkner, Eliot, Beckett and others. (L) WI Eric Reeves
Offered Fall 2006

Satire
The aims and techniques of invective, abuse and stylish denunciation in Jonson, Swift, Twain, Waugh, Gibbons and others. (L) WI Douglas Patey
Offered Fall 2006

Mysteries and Investigations
A study of fiction, plays and poetry about the investigation of mysteries, the deciphering and deciphering of plots, the guilt of investigators, and dubious solutions. Fiction by Poe, Dickens, Doyle, Faulkner and others. Plays by Sophocles, Shakespeare and Stoppard. A film by Hitchcock and poetry by Dickinson, Robinson, Frost and Bishop. (L) WI Nancy Mason Bradbury
Offered Spring 2007

Reading the Landscape
A study of contemporary environmental issues and the ways in which writers—essayists, poets, novelists and autobiographers—have addressed them. Emphasis on questions of ecology, wilderness, landscape design, sustainability, protection of species and the power of writer to effect social change. Discussion of such figures as Rachel Carson, Wendell Berry, Annie Dillard, Mary Oliver, Gretel Ehrlich, Edward Abbey and Leslie Silko, along with earlier works by Thoreau, Dickinson, Frost, Cooper and Audubon. Writing about landscapes and at least one field trip will be part of the experience. (L) WI Dean Flower
Offered Fall 2006

Growing Up Caribbean
An exploration of coming-of-age narratives (of both individuals and nations) in Caribbean writing. Authors will include Edward Danticat, Merle Hodge, Jamaica Kincaid, George Lamming and Paule Marshall. (L) WI Danielle Elliot
Offered Spring 2007

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 2007

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 2006

Level II
Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students.

Gateway Courses
These four classes serve as entry points to the major, introductions to the critical, historical, and methodological issues and questions that underlie the study of literatures in English. English majors must select at least two courses from this menu. Fall gateway courses are open to first-year students with the English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT.

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
English Language and Literature 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, Michael Thurston, Fall 2006
Elizabeth Harries, Patricia Skarda, Richard Millington, Spring 2007
Offered both semesters each year

200 The English Literary Tradition I
A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. (L) WI 4 credits
Douglas Patey
Offered Fall 2006

201 The English Literary Tradition II
A study of the English literary tradition from the 19th century to modern times. (L) WI 4 credits
Cornelia Pearsall, Michael Thurston
Offered Spring 2007

231 American Literature before 1865
A study of American writers as they seek to define a role for literature in their changing society. Emphasis on the extraordinary burst of creativity that took place between the 1820s and the Civil War. Works by Cooper, Hawthorne, Emerson, Thoreau, Melville, Douglass, Stowe, Whitman, Dickinson and others. (L) 4 credits
Richard Millington
Offered Fall 2006

Level Two Electives
These courses in particular are designed to interest non-majors as well as minors.

202/CLT 202 Western Classics in Translation, from Homer to Dante
Texts include the Iliad; tragedies by Aeschylus, Sophocles and Euripides; Plato’s Symposium; Virgil’s Aeneid; Dante’s Divine Comedy. (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)
Robert Hosmer, (English Language and Literature)
Offered Fall 2006

203/CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes’ Yvain; Shakespeare’s Antony and Cleopatra; Cervantes’ Don Quixote; Lafayette’s The Princesse de Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Prerequisite: ENG 202/CLT 202. (L) WI 4 credits
Lecture and Discussion
Robert Ellis Hosmer (English Language and Literature)
Maria Banerjee, (Russian Language and Literature)
Offered Spring 2007

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 the 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 2007

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 Spring 2007
210 Old English
A study of the language of Anglo-Saxon England (c. 450–1066) and a reading of the Old English elegies. (L/F) 4 credits
Craig R. Davis
Offered Fall 2006

213 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, Sui Sin Far, Kate Chopin and William Dean Howells; poetry by Walt Whitman, Emily Dickinson and Paul Laurence Dunbar. (L) 4 credits
Floyd Cheung
Offered Spring 2007

236/AAS 237 Twentieth-Century Afro-American Literature
A survey of the evolution of African-American literature during the twentieth century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. (L) 4 credits
Daphne Lamothe
Not offered during 2006–07

237 Recent American Writing
Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. (L) 4 credits
Dean Flower
Offered Spring 2007

CLT 237 Travellers’ Tales
How do we describe the places we visit? In what way do guidebooks and the reports of earlier travellers structure the journeys we take ourselves? Can we ever come to know the “real Italy,” the “real India,” or do those descriptions finally provide only metaphors for the self? A study of classic travel narratives by such writers as Calvino, Twain, Goethe, Stendhal, Henry James, Paul Theroux, Rebecca West, Isak Dinesen and others. (L) 4 credits
Michael Gorra
Offered Fall 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 2006

239 American Journeys
A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author’s treatment of the complex encounter between new or marginalized Americans and an established culture, and on definitions or interrogations of what it might mean to be or become “American.” Works by Willa Cather, Anzia Yezierska, Ralph Ellison, Frank Chin, Richard Rodrigues, Leslie Marmon Silko, Joy Kogawa, Junot Diaz, Tony Kushner, and the filmmakers John Sayles and Chris Eyre. (L) 4 credits
Richard Millington
Offered Spring 2007

242 A History of Mystery
A study of the development of detective fiction in English, starting with gothic mysteries in the late 18th century and with the investigatory puzzles of Edgar Allan Poe in the 1830s. Exploration of the ways in which the conventions of the genre reflect issues of class, gender and social change, and how in the 20th century those conventions have been reinvented, stylized, parodied and transformed. Writers discussed will include Poe, Wilkie Collings, Charles Dickens, Conan Doyle, G.K. Chesterton, E.C. Bentley, Dorothy Sayers, Agatha Christie, Jorge Luis Borges, and others. Open to non-majors. (E) (L) 4 credits
Dean Flower
Offered Fall 2006

FLS 245 British Film and Television
Jefferson Hunter
Offered Spring 2007

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 2006

254 English Drama in the Age of Shakespeare
The evolution and interplay of structure, theme and character in plays by Shakespeare’s contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. (L) 4 credits
Gillian Kendall
Offered Fall 2006

255 For the Love of God and Women: Seventeenth-Century Poetry
An exploration of the remarkable variety of seventeenth-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions and imagery, to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert and Marvell, set in the context of their time and their contemporaries. (L) 4 credits
Sharon Seelig
Offered Fall 2006

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
Eric Reeves
Offered Fall 2006

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
Eric Reeves, Gillian Kendall
Offered Spring 2007

258 Restoration and 18th-Century Drama (1660–1800)
In 1660 (on his birthday), Charles II was restored as monarch to an England that had been without a king, and without drama (the theaters had been shut down) for over a decade. We will examine plays by Dryden, Congreve, Wycherley and other playwrights, who, while taking from the drama of the past, reinvented a drama for a new era—an era hungry for theater of wit and immorality and super-heroes. (L) 4 credits
Gillian Kendall
Offered Spring 2007

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 2007

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
Sharon Seelig
Offered Spring 2007

265 The Victorian Novel
The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre’s formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns. (L) 4 credits
Margaret Bruzelius
Offered Spring 2007

272 Recent British Literature
Consideration of selected fiction and nonfiction written during the last twenty-five years or so; attention to memoirs as well. Some drama, and perhaps a little poetry. Course will have an eclectic reading list: it will not be a survey. Works by writers such as John Banville, Alan Bennett, Angela Carter, Alec Guinness, Kazuo Ishiguro, John Le Carre, Andrew Miller, Emma Tennant and Muriel Spark likely included. Largely discussion, with few lectures. (L) 4 credits
Jefferson Hunter
Offered Fall 2006

276 Contemporary British Women Writers
Consideration of a number of contemporary women writers, mostly British, some well-established, some not,
who represent a variety of concerns and techniques. Emphasis on the pleasures of the text and significant ideas—political, spiritual, human, and esthetic. Efforts directed at appreciation of individuality and diversity as well as contributions to the development of fiction. Authors likely to include Anita Brookner, Angela Carter, Isabel Colegate, Eva Figes, Penelope Fitzgerald, Molly Keane, Penelope Lively, Edna O’Brien, Barbara Pym, Jean Rhys, Muriel Spark and Jeanette Winterson; some supplementary critical reading. {L} 4 credits

Robert Hosmer
Offered Fall 2006

278 Writing Women

Topic: Asian American Women Writers: The body of literature written by Asian American women over the past one hundred years has been recognized as forming a coherent tradition. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text central or marginal to the tradition? Writers to be studied include Maxine Hong Kingston, Sui Sin Far, Mitsuye Yamada, M. Eveline Galang, Trinh T. Minh-ha, Paisley Rekdal, Lynda Barry, Lois-Ann Yamanaka, Bharati Mukherjee and Smith College alumna Frances Chung. {L} 4 credits

Floyd Cheung
Offered Fall 2006

281 Modern American Poetry

A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clampitt, Ashbery, Merrill and O’Hara. The emphasis is on literary analysis. {L} 4 credits

Michael Thurston
Offered Fall 2006

282/AAS 245 Colloquium: The Harlem Renaissance

A study of one of the first cohesive cultural movements in African-American history. This class will focus on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include: Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. {S} 4 credits

Daphne Lamolthe
Offered Fall 2006

283 Victorian Medievalism

Nineteenth-century revivals and transformations of medieval literature, arts and social institutions; the remaking of the Middle Ages in the image of Victorian desires and aspirations. Arthurian legend in medieval and 19th-century England, the Gothic revival in British art and architecture, the cult of Chaucer; controversies over women’s education, and the idealization of medieval communities in Victorian social theory. {L} 4 credits

Nancy M. Bradbury and Cornelia Pearsall
Offered Spring 2007

284 Victorian Sexualities

The Victorians have long been viewed as sexually repressed, but close attention reveals a culture whose inventiveness regarding sexual identity, practice and discourse knew few bounds. This course will explore a range of literary, visual and scientific representations of Victorian sexuality. We will read novels, nonfiction prose and poetry by authors such as Charles Dickens, Lewis Carroll, Charles Darwin, Thomas Hardy, Christina Rossetti and Oscar Wilde. We will make use of visual materials, including Pre-Raphaelite paintings, Aubrey Beardsley illustrations and photographs by Carroll and others. Literary readings will be informed by Victorian sexologists such as Freud, Kraft-Ebing and Havelock Ellis, as well as contemporary historical and theoretical writings. Prerequisite: ENG 120, 199, or equivalent writing-intensive course. WI {L} 4 credits

Cornelia Pearsall
Offered Fall 2006

287 Early Modern Women Writers: Writing the Self

A consideration of a wide variety of texts by 17th-century women—diaries, letters and memoirs: poems (sonnets, personal and religious lyrics); drama; and prose fiction—with some of the following questions in mind: What self-conceptions or forms of self-representation shape these writings? To what extent are these texts informed by external considerations or genres—by romance, religious autobiography, poetic or narrative conventions—or be expectations of an ending? What kinds of assumptions or preconceptions does the modern reader bring to these texts? {L} 4 credits

Sharon Seelig
Offered Fall 2006

289 Trauma, Mourning and Memory in Black Literature

Though traumatic moments typically cause us to want to look away, in this course we will take a long, hard,
look at the ways black literatures mourn and remember traumas. From collective traumas—lynchings, massacres, wars—to personal traumas—cancer or the death of a child—we will investigate “the writing of disaster.” Our examinations will use readings in theory and cultural criticism to tease out some of the issues at stake in replaying past traumas: from how we process grief to what we choose to remember or forget. Writers will include Richard Wright, Audre Lorde, Yusef Komunyakaa, Jamaica Kincaid and Edwidge Danticat.

(E) 4 credits
Danielle Elliot
Offered Fall 2006

CLT 294 Tales Within Tales Within Tales
Why do writers enclose stories within other stories? What is the function of narrative frames? Why does Scheherezade tell tales within tales in order to ward off death? We will read frame tales from many periods and cultures, from The Arabian Nights to Boccaccio and Chaucer to Shelley’s Frankenstein and Anne Sexton’s Transformations, as well as some critical writing on framing, as we try to answer these questions. Open to first-year students with permission of the instructor. {L} 4 credits
Elizabeth Harries
Offered Spring 2007

CLT 295 Modern Short Stories
How European and American writers of the 20th century developed old kinds of narrative—the tale, the comic sketch, the parable, the legend—into one of the most flexible, expressive and ambitious of modern literary form: the short story. Writings by Kipling, Chekhov, Mansfield, Hemingway, Kafka, Joyce, Lawrence, Mann, Paley, Borges and Levi. Not open to first-year students. {L} 4 credits
Jefferson Hunter
Offered Spring 2007

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.

216 Intermediate Poetry Writing
Students gain reading mastery by close attention to poems of diverse sensibilities and intentions, and are given practice creating poetic effects through tone, diction, rhythm, image, lineation, anaphora, alliteration, assonance, syllabics and irregular rhyme. They create a portfolio of original poems and develop the skills of critique and revision. Poems and craft essays are assigned for each class, as well as packets of poems by visiting writers. Students will be expected to attend Poetry Center readings and Q&As. Recommended background: ENG 120 Reading and Writing Short Poems. (E) 4 credits
Ellen Doré Watson
Offered Spring 2007

290 Crafting Creative Nonfiction
A writers’ workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor. {L} 4 credits
Ann Boutelle, Nora Crow
Offered Fall 2006, Spring 2007

292 Crafting the Memoir
In this workshop, we will explore, through reading and through writing, the presentation of self in the memoir. A major focus will be on the interweaving of voice, structure, style and content. As we read the work of ourselves and of others, we will be searching for strategies, devices, rhythms, patterns and approaches that we might adapt in future writings. The reading list will consist of writings by 20th-century women. Admission by permission of the instructor. {L} 4 credits
Ann Boutelle
Offered Spring 2007

295 Advanced Poetry Writing
Admission by permission of the instructor. {L} 4 credits
Daisy Fried
Offered Fall 2006, Spring 2007

296 Writing Short Stories
Admission by permission of the instructor. {L} 4 credits
Stephen Amidon
Offered Fall 2006, Spring 2007

384/AMS 351 Writing About American Society
An examination of contemporary American issues through the works of such literary journalists as Ja-
maica 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
Offered Spring 2007

Level IV

300-level courses, but not seminars. These courses are intended primarily for juniors and seniors who have taken at least two literature courses above the 100-level. Other interested students need the permission of the instructor.

334/AAS 348 Black Women Writers
How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Phillis Wheatley, Pauline Hopkins, Nella Larsen, Zora Hurston, Toni Morrison, Alice Walker, Gayl Jones and Audre Lorde. Prerequisite: one college-level literature course or permission of the instructor. {L} 4 credits

Daphne Lamothe
Offered Fall 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. {L} 4 credits

Samuel Scheer
Offered Fall 2006

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
Topic: Henry James
Michael Gorra
Offered Spring 2007

353 Seminar: Advanced Studies in Shakespeare
Topic for Fall: Reimagining Shakespeare for Children
A consideration of how Shakespeare has been reimagined for different audiences, particularly through adaptations for children of different ages, and for use both within and outside the classroom. We will read a range of Shakespeare’s plays as well as adaptations of these plays for children and young adults, in genres ranging from picture books to novels. Assignments will range from analytic to creative, pedagogical to personal. 4 credits

Naomi Miller
Offered Fall 2006

Topic for Spring: Foreign Geographies on the Early Modern Stage
While Shakespeare and his contemporaries were writing plays for the English stage, England was advancing its position on the world stage through overseas exploration and commerce. Mediterranean and transatlantic geographies took on a new significance as English traders and explorers visited them and reported back their findings. This course examines a range of popular plays by John Fletcher, Christopher Marlowe, Thomas Kyd, Shakespeare and others that imagine cross-cultural encounters in places such as North Africa, Persia, the spice Islands and the New World. We will consider how the staging of these geographies enabled audiences to experience the thrilling spectacles of exotic terrain, extraordinary riches, extreme climates and natives ranging from tyrannical to indolent, from sensuous to hideous. 4 credits

Jane Degenhardt
Offered Spring 2007

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. {L} 4 credits

Nora F. Crow
Offered Fall 2006
382 Readings in American Literature
Topic: Faulkner, Morrison and Race. Intensive study of William Faulkner’s most radical experiments in fictional form, which were simultaneously his most tortured and powerful explorations of racial conflict in America—*The Sound and the Fury, Light in August, Absalom, Absalom*, and *Go Down Moses*—considered in relation to the comparable achievements of Toni Morrison, whose novels, essays, and speeches in our own time have carried forward the discussion of a nominally desegregated but still deeply divided society. 4 credits
Dean Flower
Offered Spring 2007

392 Reading Literary Biography
Biography is both a literary genre and a mode of literary criticism. This course will explore some varieties of the biographical impulse, from 18th-century models (Johnson and Boswell) to the decisive shift associated with the Bloomsbury innovations of Lytton Strachey and Virginia Woolf. Some attention to earlier experiments in biography (Henry Adams and Gertrude Stein) as well as more recent writers such as Janet Malcolm and Julian Barnes. (E) 4 credits
Christopher Benfey (Mount Holyoke)
Offered Fall 2006

Cross-listed and Interdepartmental Courses

CLT 205 Twentieth-Century Literature of Africa

CLT 237 Traveller’s Tales

CLT 240 Childhood in Literatures of Africa and the African Diaspora

CLT 294 Tales Within Tales Within Tales

CLT 295 Modern Short Stories

CLT 300 Contemporary Literary Theory

THE 261 Writing for the Theatre

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, 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. In December 2005, the department voted in a new set of requirements; students in the classes of 2007, 2008 and 2009 may choose either the old or the new requirements. Students in the class of 2010 must complete the new ones.

Old Requirements:
1. 199;
2. Two courses concentrating on literature written before 1832;
3. Semester courses on two of three major figures: Chaucer (250), Shakespeare (256 or 257) and Milton (260);
4. A seminar;
5. Six additional courses.

New Requirements:
1. Two of the following: 199, 200, 201, or 231;
2. Two courses concentrating on literature written before 1832;
3. Semester courses on two of three major figures: Chaucer (250), Shakespeare (256 or 257) and Milton (260);
4. A seminar;
5. Five additional courses

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: Floyd Cheung (2006–07)

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

**Spatial Analysis Lab Coordinator**
Jon Caris

**Advisers**
Elliot Fratkin, Associate Professor of Anthropology
C. John Burk, Professor of Biological Sciences
Virginia Hayssen, Professor of Biological Sciences
Paulette Peckol, Professor of Biological Sciences
Stephen G. Tilley, Professor of Biological Sciences
† Shizuka Hsieh, Assistant Professor of Chemistry
**2 Andrew J. Guswa, Assistant Professor of Engineering
† Donna Riley, Assistant Professor of Engineering
H. Allen Curran, Professor of Geology
†† Robert M. Newton, Professor of Geology
† Amy Larson Rhodes, Associate Professor of Geology
†† Donald C. Baumer, Professor of Government
†† Shizuka Hsieh, Assistant Professor of Philosophy
†† Robert Burger

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) and geographic information systems (e.g. EVS/GEO 150) are recommended. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with pre-approval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions.

**EVS 150/GEO 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. [M] 4 credits

Robert Burger
Offered Spring 2007, Spring 2008

**EVS 300 Seminar in Environmental Science and Policy**
Current patterns of human resource consumption and waste generation are not ecologically sustainable. Effective solutions require a working knowledge of the scientific, social, political and economic factors surrounding environmental problems. This seminar examines the impact of human activities on natural systems, the historical development of environmental...
problems; the interplay of environmental science, education and 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
Offered Spring 2007

**EVS 400 Special Studies**

1–4 credits
Offered both semesters each year

**FYS 147 Science and Politics of Food, Water and Energy**

A bottle of water sits on the shelf at the supermarket. Looking at this bottle, a geologist might wonder about the underground aquifer where the water originated. A chemist might muse on its chemical composition or the process through which petroleum products were turned into the plastic used to make the bottle. And a sociologist might ask who benefits from the sale of a “produce” that was formerly a public good. This interdisciplinary course will examine environmental issues from the diverse disciplinary perspectives. Through scholarly articles, field trips, guest lectures, films and “real-world” exercises, we will explore how disciplinary lenses frame the way economists, geologists, historians, biologists, chemists, engineers and others think about food, water and energy. Enrollment limited to 18 students. (E) \text{WI} 4 credits

Leslie King and Paul Wetzel
Offered Fall 2006

**SOC 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. \{S\} 4 credits

Leslie King
Offered Spring 2007
side the minor with consultation and approval of the minor adviser. Examples are:

ANT 348 Seminar: Topics in Development Anthropology
ECO 343 Seminar: The Economics of Global Climate Change
EGR 330 Engineering and Global Development
EGR 346 Hydrosystems Engineering
EGR 390 Seminar: Advanced Topics in Engineering: Technology Risk Assessment and Communication
EVS 150/GEO 150 Modeling Our World: An Introduction to Geographic Information Systems
FYS 147 The Science and Politics of Food, Water and Energy
GOV 207 Politics of Public Policy
HST 299 Ecology and History in Africa
PHI 238 Environmental Ethics
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, The School for Field Studies, The School for International Training, SEA Semester 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
Elizabeth V. Spelman, Professor of Philosophy
†1 Donald Joralemon, Professor of Anthropology

†2 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

ANT 255    Dying and Death
PHI 221    Ethics and Society
PHI 235    Morality, Politics and the Law
PHI 238    Environmental Ethics
PHI 241    Ethical Issues in the Boardroom and the Classroom
PHI 242    Topics in Medical Ethics
PHI 304    Colloquium in Applied Ethics
PHI/PSY 275    Topics in Moral Psychology
SOC 203    Qualitative Methods

However, be sure to check the availability of courses each semester or consult with the director of the program.
Exercise and Sport Studies

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

Professors
Donald Steven Siegel, Ed.D.
James H. Johnson, Ph.D.
Barbara Brehm-Curtis, Ed.D, Chair
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
Jennifer Good
Jean Ida Hoffman
Scott Johnson, B.S.
Kerrie Kauer, Ph.D.
Karen Klinger, M.S.
Phil Nielsen, M.A.
Lynn Oberbillig, M.B.A.

Lynne Paterson
Suzanne Payne, M.Ed.
Rosalie Peri, RN, CPT
Judy Rigali
Nancy Rothenberg
Melissa Schleich
Jane M. Stangl, Ph.D.
Kelli Steele
David Stillman
Judy Strong
Lisa Thompson

Teaching Fellows
Christine Clancy
Marsa Daniel
Brooke Diamond
Caitlin Hurst
Joyce Anne Koubaroulis
Jennifer Steele
Sonnie Terrell
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 to be announced
Offered Fall 2006

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 both semesters

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
Sonnies Terrell, Fall 2006
Barbara Brehm-Curtis, Spring 2007
Offered both semesters

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. Enrollment limited to 20. *(WI) 4 credits
Barbara Brehm-Curtis
Offered Fall 2006

175 Applied Exercise Science
An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy, and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. *(N) 4 credits
James Johnson
Offered Fall 2006

175j Applied Exercise Science
Same description as 175 above.
Michelle DePolo and Sonnie Terrell
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 Spring 2007

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 Fall 2006

215 Physiology of Exercise
Exercise, sport and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 114, 111, or permission of the instructor. This course also counts toward the major in biology. *(N) 4 credits
James Johnson
Offered Fall 2006

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 2007

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. As a class we will design, organize, and implement a series of youth sport days at Smith College. *(S) 4 credits
Donald Siegel
Offered Fall 2006

340 Women’s Health: Current Topics
A seminar focusing on current research papers in women’s health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Open to juniors and seniors. Enrollment limited to 14. *(N) 4 credits
Barbara Brehm-Curtis
Offered Fall 2006
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 2006

Springboard Diving
The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to 8. 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 2007

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 Rescu-
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

910 Badminton
The development of badminton skills, strokes and strategy. Students will learn to play singles and doubles in this fast indoor sport. Enrollment limited to 12. Course will meet first 8 weeks of the semester. 1 credit

Phil Nielsen
Offered Spring 2007

920 Fencing

Fencing I
The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. 1 credit

Jacqueline Blei
Offered both semesters

Fencing II
A review of footwork, simple attacks and lateral parries progressing to compound attacks and strategies. Circular Parries, Riposte and In-Direct Riposte will be included in the defense. The course will conclude with a tournament at a neighboring school or club. Prerequisite: Foil fencing or permission of the instructor. Enrollment limited to 16. 1 credit

Jacqueline Blei
Offered Spring 2007

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/metal. 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

Adrien Ricci, Fall 2006
Adrien Ricci, Liz Feeley; Spring 2007
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, woods/metals and shot-making. Applied rules of golf etiquette will be incorporated with the intent to apply course management strategies. Field trips to local ranges and courses are anticipated. Equipment is provided. Class is designed with the continuing Golf I student in mind. Prerequisite: Golf I or an entry level Skills Test. Class meets first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Enrollment limited to 10 per section. 1 credit

Liz Feeley, Fall 2006
Judith Strong, Spring 2007
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 further skill development and enrich on-course management 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 8 per section. 1 credit

To be announced
Offered Fall 2006

930 Equitation
A series of courses in hunter seat equitation and basic dressage. Attention also given to safety, use and care of equipment, equine health and stable management. Students must attend registration session to be announced in Student Notices. All sections are to be arranged. There is a fee.
Exercise and Sport Studies

Equitation I
For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat and over fences. 1 credit
Suzanne Payne, Melissa Schleich
Offered both semesters

Equitation II
For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on the flat and over fences. Prerequisite: Equitation I. 1 credit
Suzanne Payne, 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, 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, Melissa Schleich
Offered both semesters

935 Introduction to Wilderness Skills
A course designed to teach the fundamentals of outdoor travel and camping in a variety of wilderness environments. We will study many outdoor skills including backcountry camping techniques, outdoor cooking and fire making, wilderness first aid, orienteering, some classic woodcraft skills as well as trends in outdoor recreation. Although the class will focus on backpacking techniques, it will also include other seasonal activities such as paddling and snowshoeing. Upon successful completion of the course, students should begin to achieve sufficient outdoor skills to be comfortable and safe when traveling on wilderness trips. Students should plan for at least one overnight weekend trip. Enrollment limited to 14. 2 credits
Scott Johnson, Fall 2006
To be announced, Caitlin Hurst, Spring 2007
Offered both semesters

940 Outdoor Skills
Canoeing
An introduction to solo and tandem paddling. Students learn mostly flatwater paddling skills. Students are also taught such touring skills as map reading, portaging, planning, equipment and cooking. Class meets the first 7 weeks of the fall semester. Prerequisite: satisfactory swimming skills. Enrollment limited to 12. 1 credit
Caitlin Hurst
Offered Fall 2006

Whitewater Kayaking
An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, and progresses to local fast water rivers. Students should expect to run Class II rapids. In the spring semester, class meets last 10 weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 8 per section. 1 credit
Scott Johnson
Offered Spring 2007

Whitewater Canoeing
An introduction to solo and tandem whitewater canoeing. This exciting class is taught on local rivers offering Class I and II rapids during the spring. Class meets the last 6 weeks of the semester. Prerequisite: Canoeing experience or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 10. 1 credit
James Johnson
Offered Spring 2007

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 7 weeks of the fall semester. In the spring semester, class meets last 6 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 2–3 off-campus trips held during class times to practice anchor setting in the outdoors. Please note that this class will serve only as a basic introduction to outdoor climbing and anchor setting and will not “certify” or prepare the student for the full range of outdoor climbing scenarios. For this, additional instruction is recommended. Enrollment limited to 12. 1 credit

Scott Johnson
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 basic 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

Judy Rigali
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

Carla Coffey
Offered both semesters

Physical Conditioning
A course designed to teach the basics of functional fitness. Aerobic and anaerobic exercises are emphasized. Students learn the fundamentals of exercise training. Strong emphasis is placed on multiple forms of exercise and how to design an individualized exercise program. Students are expected to exercise outside of class. Enrollment limited to 14. 1 credit

Christine Clancy, To be announced, Fall 2006
Adrien Ricci, Elisabeth Weick, Spring 2007
Offered both semesters

Pilates Mat Training
This class is designed to teach the mat exercises of Joseph Pilates. These exercises are designed to increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course the student will be able to develop and maintain their own Pilates matwork program. Enrollment limited to 25. 1 credit

Rosalie Peri, Jean Hoffman
Offered both semesters

945j Physical Conditioning
A repetition of 945. 1 credit

To be announced
Offered during Interterm

950 Sculling
An introduction to sculling techniques. A variety of boats are utilized to teach this great lifetime sport including singles and doubles. Classes will be taught on Paradise Pond and the Connecticut River. Course will meet the first 7 weeks of the fall semester. In the spring semester, class meets last 6 weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 10 per section. 1 credit

Caitlin Hurst
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
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
Nancy Rothenberg
Offered both semesters

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 2007

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
Christine Clancy, Christine Davis, Elizabeth Yasser, Fall 2006
Christine Clancy, Spring 2007
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 level of 2.5. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Christine Shelton, Fall 2006
Christine Clancy, Christine Davis, Spring 2007
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

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
Jacqueline Blei, Judith Strong, Fall 2006
Jacqueline Blei, Spring 2007
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
To be announced
Offered Spring 2007

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
to 3.0. Prerequisite: Tennis II or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Elizabeth Yasser
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 both semesters

975 Yoga
Yoga I
An introduction to basic hatha yoga poses, breath techniques, yoga philosophy and mind/body connections. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind/body connection. Enrollment limited to 26 per section. 1 credit
Elizabeth Thompson, Lynne Paterson, Fall 2006
Elizabeth Thompson, Lynne Paterson, Spring 2007
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 2007

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: James H. Johnson

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

503 Legal Issues in Sport
Legal concepts in the context of sport. Selected legal issues as they relate to coaching including topics such as negligence, contract law, statutory and constitutional law, and defamation and risk analysis/management will be examined. Appropriate case studies and related contemporary sources will provide the platform for discussion. 1 credit
To be announced
Offered Fall 2006
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, Jacqueline Blei, Ellen O’Neil, Don Siegel
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, Jacqueline Blei, Ellen O’Neil, Don Siegel
Full-year course; Offered each year

507 Colloquium in Critical Thinking and Research in Coaching
A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the Athletic Department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit
Barbara Brebm-Curtis
Offered Spring 2007

515 Physiology of Exercise and Sport
An advanced course in the energetics of participation in various sports. The emphasis in this course is the application of exercise physiology to sport. Students study bioenergetics, exercise fuels, training, environmental concerns, and overtraining. A major emphasis is the development of an annual training plan for athletes.
(N) 4 credits
James Johnson
Offered Spring 2007

520 Seminar in Sport Leadership for Coaches
This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students will be exposed to alternative perspectives of leadership including some contemporary collaborative models and students will build a personal model and philosophy of leadership that they can put to immediate use in their coaching.
(E) 3 credits
Christine Shelton
Offered Fall 2006

550 Women In Sport
A course documenting the role of women in sport as parallel and complementary to women’s place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in women’s sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. (S) 4 credits
Christine Shelton
Offered Spring 2007

565 Seminar in Skill Acquisition and Performance
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required. (N) 4 credits
Don Siegel, Christine Shelton, Lynn Oberbillig
Offered Fall 2006

575 Sports Medicine: Concepts in Care and Prevention of Athletic Injury
Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. (N) 2 credits
Kelli Steele
Offered Spring 2007

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
Film Studies

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

Assistant Professors
Alexandra Keller, Ph.D.

Lecturers
Lucretia Knapp, M.F.A.
Olga Solovieva, M.A.

Visiting Artist
Jenny Perlin (Five College Visiting Artist in Film Studies)

Advisers
Anna Botta, Associate Professor of Italian Language and Literature

Darcy Buerkle, Assistant Professor of History
**2** Dean Flower, Professor of English Language and Literature
**2** Dawn Fulton, Assistant Professor of French Studies
Jefferson Hunter, Professor of English Language and Literature, Director
Alexandra Keller, Assistant Professor of Film Studies
Barbara Kellum, Professor of Art
Richard Millington, Professor of English Language and Literature
†† 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**

Jefferson Hunter
Offered Spring 2007

245 British Film and Television
A survey of the British cinema from the thirties to the present day, with some attention to literary parallels and literary adaptations, and with a look at recent television drama. Works by Alfred Hitchcock, the documentarists Humphrey Jennings and Michael Apted, “the Archers” (Michael Powell and Emeric Pressburger), Mike Leigh, Tony Richardson, the Boulting brothers, Carol Reed, Mike Hodges; Ealing comedy and Monty Python’s Flying Circus; film by and about multicultural Britain; the “heritage cinema” of Ismail Merchant and James Ivory; versions of Shakespeare; Alan Bennett’s spy thriller A Question of Attribution and Dennis Potter’s gangster miniseries The Singing Detective. Collateral readings in George Orwell, John Buchan and Graham Greene. Prerequisite: a college course in English literature or in film, or permission of the instructor. **{L/A} 4 credits**

Lucretia Knapp
Offered Spring 2007

280 Introduction to Video Production
This video production course introduces the history and contemporary practice of video art and provides the technical and conceptual skills to complete creative individual video projects. Over the course of the semester, students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the creative project. Prerequisite: 200 (which may be taken concurrently). Enrollment limited to 13. Priority given to Smith College Film Studies Minors and Five College Film Studies Majors. **{A} 4 credits**

Lucretia Knapp
Offered Spring 2007
282 Advanced Video Seminar

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 Jete, 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 Majors. {A} 4 credits

Jenny Perlin, Five College Visiting Artist in Film
Offered Fall 2006

350 Questions of Cinema

Topic: The Scary Movie: Horror Film from the Silent Era to the 1970s
The course will explore the aesthetic and history of the horror genre from two vantage points. In the first half of the semester, it will focus on “trans-historical” horror films produced again and again throughout the century, examining what makes their themes and narratives so universal, so adjustable to different periods. Also to be considered: theatricality in cinema; psychoanalytical and cognitive issues of cinematic perception; gender, sound, literary adaptation. In the second half of the semester, we will look at films whose concepts of horror are specific to their historical contexts, expressive of particular anxieties and sociopolitical ideas. Occasional readings in film theory. Among the works to be studied: Nosferatu, The Student of Prague, The Golem, The Phantom of the Opera, Frankenstein, werewolf films, Dr Jekyll and Mr Hyde, Cat People, I Walked with a Zombie, Godzilla, Invasion of the Body Snatchers, films by Ed Wood, The Blob, The Rocky Horror Picture Show. Prerequisite: 200. Enrollment limited to 16. Priority given to Smith College Film Studies Minors and Five College Film Studies Majors. {A} 4 credits

Olga Solovieva
Offered Fall 2006

Topic: Film and the Other Arts: Visual Culture from Surrealism to MTV
This class will investigate cinema and its relationship to the rest of 20th-century art, especially visual culture. Working with the premise that film has been arguably the most influential, powerful and central creative medium of the age, the course will examine how film has been influenced by, and how it has influenced, interacted with, critiqued, defined, and been defined by other media. Historically, we shall examine how film has moved from a marginal to a mainstream art form, while still often maintaining a very active avant-garde practice. The class will also look at how cinema has consistently and transhistorically grappled with certain fundamental issues and themes, (e.g., medium specificity, monumentality), comparing the nature of cinematic investigation with that of other media (e.g., painting, photography, sculpture). Enrollment limited to 12. Prerequisite: FLS 200 and by permission of the instructor. Priority given to Smith College Film Studies Minors and Five College Film Studies Majors. {A} 4 credits

Alexandra Keller
Offered Spring 2007

351 Film Theory

This seminar will explore major 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 will be understood through the socio-cultural context in which they are developed. Particular attention will also be 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, *Cabiers du Cinema*, etc.), but will also look at instantiations of film theory that are themselves acts of cinema (*Man with a Movie Camera*, *Rock Hudson’s Home Movies*, *The Meeting of Two Queens*). The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills film theory requirement for the minor. Priority given to seniors, then juniors. Enrollment limited to 12. Prerequisite: 200 or the equivalent. Priority given to Smith College Film Studies Minors and Five College Film Studies Majors. (A) 4 credits

Alexandra Keller
Offered Spring 2007

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

Crosslisted Courses

**AM 220 Colloquium: Asian Americans in Film and Video**
*Karen Cardoza*
Offered Fall 2006

**FRN 244 French Cinema**
*Dawn Fulton*
Offered Spring 2007

**FYS 127 Adaptation**
*Jefferson Hunter*
Offered Fall 2006

**FYS 146 Contemporary Theatre and Film in China**
*Nan Zhang and Ellen Kaplan*
Offered Fall 2006

**GER 227 Topics in German Studies**
*Topic: Fantasies of the New World: German Visions of America in Landscape, Painting and Film*  
*Barton Byg*
Offered Spring 2007

**ITL 342 Sight Location in Italian Cinema**
*Anna Botta*
Offered Spring 2007

**THE 215 Minstrel Shows**
*Andrea Hairston*
Offered Fall 2006

**THE 361 Screenwriting**
*Andrea Hairston*
Offered Spring 2007

**THE 362 Screenwriting**
*Andrea Hairston*
Offered Spring 2007

The Minor

**Advisers:** Barbara Kellum, Dean Flower, Jefferson Hunter, Dawn Fulton, Darcy Buerke, Richard Millington, Anna Botta, Alexandra Keller, Frazer Ward

The Film Studies Program offers the opportunity for in-depth study of the history, theory, and criticism of film and other forms of the moving image. The program’s primary goal is to expose students to a wide range of cinematic works, styles and movements in order to cultivate critical understanding of the medium’s significance as an art form, as a means of cultural and political expression, and as a reflection of social ideologies and mentalities.

**Requirements:** six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FLS 200</td>
<td>Introduction to Film Studies</td>
</tr>
<tr>
<td>FLS 351</td>
<td>Film Theory</td>
</tr>
</tbody>
</table>
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

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
Anna Botta, Associate Professor of Italian Language and Literature
Darcy Buerkle, Assistant Professor of History
Dean Flower, Professor of English Language and Literature
Dawn Fulton, Assistant Professor of French Studies
Jefferson Hunter, Department of English Language and Literature
Alexandra Keller, Assistant Professor of Art
Barbara Kellum, Professor of Art
Richard Millington, Professor of English Language and Literature
Frazer Ward, Assistant Professor of Art

Five College Film Studies Major
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.
## First-Year Seminars

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>FYS 112</td>
<td>The Work of Repair</td>
<td>Elizabeth V. Spelman (Philosophy)</td>
<td>4</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>FYS 114</td>
<td>Turning Points</td>
<td>Marilyn R. Schuster</td>
<td>4 (L)</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>FYS 119</td>
<td>Performance and Film Criticism</td>
<td>Adrianne Andrews (Anthropology)</td>
<td>4</td>
<td>Fall 2006</td>
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<tr>
<td>FYS 124</td>
<td>African-American Folk Culture</td>
<td>Zora Neale Hurston</td>
<td>4</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>FYS 125</td>
<td>Midwifery in Historical and Cross-Cultural Perspective</td>
<td>Adrianne Andrews (Anthropology)</td>
<td>4</td>
<td>Fall 2006</td>
</tr>
</tbody>
</table>

**FYS 112 The Work of Repair**

Human beings appear to spend a great deal of time on projects of repair—fixing objects, mending relationships, repairing the social and political damage left in the wake of past events. What do such projects require of the mender? What changes take place in the mendee? When is repair desirable? When is it inappropriate or impossible? Among the topics for examination: the restoration of works of art; repair of the environment; the function of criticism and revision; the place of legal reparations; the meaning of apology and reconciliation; pleasure in Ruins. Enrollment limited to 16 first year students. (S) WI

**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 major in the study of women and gender major. WI

**FYS 119 Performance and Film Criticism**

An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar will explore different critical perspectives, such as psychoanalytic, feminist, political and intercultural approaches. The students will attend live performances and film and video screenings, and will write their own reviews and critical responses. Seminar discussions and student presentations will be complemented by visits and conversations with invited critics and artists. Enrollment limited to 16 first-year students. (A/L) WI

**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. WI

**FYS 125 Midwifery in Historical and Cross-Cultural Perspective**

While most births worldwide are still attended by midwives, the midwife in the U.S. today is a rare birth attendant. 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 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. The course will also
study the varieties of birth experiences in other societies from cross-cultural perspectives, with special emphasis on health for women in the developing world today. Because the Pioneer Valley is an area with particularly active groups of professional and direct-entry (lay) midwives, there will be opportunities to meet and discuss these issues with current practitioners. (H/S) WI 4 credits

Erika Laquer (History)
Offered Fall 2006

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, 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*, James M. Cain’s *The Postman Always Rings Twice*, Kazuo Ishiguro’s *The Remains of the Day* and Susan Orlean’s *The Orchid Thief*; and by viewing films by Robert Siodmak, Jack Clayton, Tay Garnett, Luchino Visconti, James Ivory and Ismail Merchant and Spike Jonze. 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 2006

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 *Homerica Hymn to Demeter*; the poems of Sappho, and novels by Alain-Fournier, Thomas Mann and Willa Cather. Enrollment limited to 16 first-year students. (L) WI 4 credits

Justina Gregory
Offered Fall 2006

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)
Offered 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 17. (N) WI 4 credits

John Brady
Offered Fall 2006

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

James Johnson (Exercise and Sport Studies)
Offered Fall 2006

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
Fletcher Blanchard (Psychology)
Offered Spring 2007

FYS 137 Of Minds and Molecules: Philosophical Perspectives on Chemistry and Biochemistry
What is the “shape,” “size,” or “color” of a smell? We often use vision as a metaphor when describing our perceptions from our other senses, but does this limit what we perceive? How do the (often visual) models that chemists use, and the metaphors that are associated with those models, affect what chemists study? For example, what do we mean when we speak of molecular “switches” or “brakes”? How do the metaphors and the kinds of languages that chemists use differ from those used in the arts? Is chemistry a single discipline, sharing a common language? Is it even an autonomous discipline at all, or is it reducible to physics? We will explore these questions from a philosophical perspective, using examples drawn primarily from chemistry and biochemistry. The course is designed for first-year students who would like to explore current conceptual issues that challenge some of the common beliefs about science. Enrollment limited to 20 first-year students. (E) [N/M] WI 4 credits
Nalini Bhushan (Philosophy) and David Bickar (Chemistry)
Offered Fall 2006

FYS 138 Social Phobia and Fear of Public Speaking
This course reviews the burgeoning empirical literature examining social phobia and fear of public speaking. We cover what is known scientifically about a fear of speaking in front of others, often relying on information derived from samples of individuals with clinical degrees of social anxiety. We augment our readings with quantitative lab assignments that illustrate analytical tools used by clinical psychologists. In addition, we use class members’ oral presentations as opportunities to apply the knowledge we gain regarding the phenomenology and reduction of public speaking anxiety. Enrollment limited to 16 first-year students. [S/M] Quantitative Skills 4 credits
Patricia DiBartolo (Psychology)
Offered Fall 2006

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 non-literary angles, and the discovery of how landscape works in texts in transforming and surprising ways. [L] WI 4 credits
Ann Leone (French Studies)
Offered Fall 2006

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”; “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 “Athenian” game, for example, students constitute themselves as the Athenian Assembly after the Peloponnesian War; assigned roles corresponding to the factions of the day, they quarral about such issues as the democratic character of the regime, the resumption of an imperial foreign policy, the fate of Socrates, etc. In the “Wanli” game they are the Hanlin Academy of 16th-century China, where a succession struggle inside the Ming dynasty is underway. In the “Hutchinson” game they are the General Court of Massachusetts, conducting the trial of Anne Hutchinson, accused of heresy. Similarly in the other games, students are members of a court of law or legislative body. Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve their 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
**First-Year Seminars**

**FYS 145 Eighteen in Two Cultures: Entering Adulthood in Japan and America**

This course will examine what it means to be eighteen years old in two very different contemporary cultures, Japan and the United States. Students will compare the transition into adulthood in these countries by examining a range of cultural norms and structures, including the school, the family, the use of leisure time and the habits of material consumption. How does each of these cultures prepare youth to become adults in the face of rapid change? What is the same and what is different? Students will journey to Kyoto over January term to experience the cultural differences and similarities first-hand. Enrollment limited to 15.

(E) **WI** 4 credits

Leslie King and Paul Wetzel

Offered Fall 2006

**FYS 146 Contemporary Theatre and Film in China**

This First-Year Seminar writing intensive begins with a survey of Chinese theatrical traditions within a broad historical framework. We explore Chinese theatre traditions of popular performance, storytelling, puppetry and shadow plays and opera. Using texts, media resources and film, we look at traditional regional forms including Yuan and Ming drama, oral traditions and storytelling, Beijing opera and its regional variations. Our primary focus is on 20th-century stage and film: utilizing the dual perspectives of directing and design, we will study how some of the critical issues facing the Chinese people today are represented on theatre and cinema. Enrollment limited to 18.

(E) **WI** [A] 4 credits

Nan Zhang and Ellen Kaplan

Offered Fall 2006 (Pending)

**FYS 147 Science and Politics of Food, Water and Energy**

A bottle of water sits on the shelf at the supermarket. Looking at this bottle, a geologist might wonder about the underground aquifer where the water originated. A chemist might muse on its chemical composition or the process through which petroleum products were turned into the plastic used to make the bottle. And a sociologist might ask who benefits from the sale of a “produce” that was formerly a public good. This interdisciplinary course will examine environmental issues from the diverse disciplinary perspectives. Through scholarly articles, field trips, guest lectures, films and “real-world” exercises, we will explore how disciplinary lenses frame the way economists, geologists, historians, biologists, chemists, engineers and others think about food, water and energy. Enrollment limited to 18 students.

(E) **WI** 4 credits

Leslie King and Paul Wetzel

Offered Fall 2006

**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

Larry Meinert

Offered Fall 2006

**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.

WI [A] 4 credits

Peter Bloom (Music)

Offered Fall 2007
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 63–65 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

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<tr>
<td>CLS 227</td>
<td>Classical Mythology</td>
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<td>CLS 232</td>
<td>Paganism in the Greco-Roman World</td>
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<td>CLS 234</td>
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<td>Western Classics: Chretien de Troyes to Tolstoy (WI)</td>
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<td>EAL 232</td>
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<td>EAL 237</td>
<td>Chinese Poetry and the Other</td>
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<td>EAL 240</td>
<td>Japanese Language and Culture</td>
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<td>EAL 241</td>
<td>Literature and Culture in Premodern Japan</td>
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<td>EAL 242</td>
<td>Modern Japanese Literature</td>
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<td>EAL 243</td>
<td>Japanese Poetry in Cultural Context</td>
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<td>Construction of Gender in Modern Japanese Women's Writing</td>
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<td>Writing, Japan, and Otherness</td>
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<td>Major Themes in Literature: East-West Perspectives</td>
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<td>GER 227</td>
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<td>RUS 126</td>
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<td>RUS 235</td>
<td>Dostoevsky</td>
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<td>RUS 237</td>
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<td>POR 280</td>
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GER 227 | Topics in German Studies                                          | GER        |
| GER 230 | Topics in German Cinema                                           | GER        |
| RUS 126 | Readings in 19th-Century Russian Literature                       | RUS        |
| RUS 127 | Readings in 20th-Century Russian Literature                       | RUS        |
| RUS 235 | Dostoevsky                                                          | RUS        |
| RUS 237 | The Heroine In Russian Literature from The Primary Chronicle to Turgenev's On the Eve | RUS        |
| RUS 238 | Russian Cinema                                                     | RUS        |
| RUS 239 | Major Russian Writers                                              | RUS        |
| POR 280 | Portuguese and Brazilian Voices in Translation                    | POR        |
French Studies

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

Professors

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

Associate Professors

§1, **2 Jonathan Gosnell, Ph.D.
§1, §2 Hélène Visentin, M.A., D.E.A, Docteur de L’Université

Assistant Professors

*2 Dawn Fulton, Ph.D.
Nicolas Russell, Ph.D.

Lecturers

Christiane Métral, Lic. ès. L.
Fabienne Bullot, M.A. Lettres modernes, D.E.A. Arts du spectacle
Anouk Alquier, M.A.
Martine Benjamin, Ph.D.
Carolyn Shread, Ph.D.

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

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, multi-media 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. {F} 5 credits Anouk Alquier, Fabienne Bullot, Ann Leone 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. {F} 5 credits Anouk Alquier, Fabienne Bullot, Eglal Doss-Quinby Offered each Spring

120 Intermediate French
Review of basic grammar and emphasis on oral expression through role plays and discussions. Materials include a film, video clips, poems, articles, songs. Prerequisite: two or three years of high school French. Students completing the course normally go on to FRN
220. Enrollment limited to 25 per section. Four class hours per week plus work in the Center for Foreign Languages and Cultures (CFLAC). {F} 4 credits Martine Benjamin, Christiane Métral
Offered each Fall

220 High Intermediate French
Comprehensive review of language skills through weekly practice in writing and class discussion. Materials may include a movie or video, a comic book, a play and a novel. Prerequisite: three or four years of high school French, FRN 102 or 120 or permission of the department. Students completing the course normally go on to FRN 230 or above. Enrollment limited to 25 per section. {F} 4 credits

Anouk Alquier, Martine Benjamin, Dawn Fulton
Offered each Fall

220 High Intermediate French
A continuation of FRN 120. Review of language skills through weekly practice in writing and class discussion. Materials may include a movie or video, a comic book, a play and a novel. Prerequisite: FRN 120, or permission of the department. Students completing the course normally go on to FRN 230 or above. Enrollment limited to 25 per section. {F} 4 credits

Martine Benjamin, Mary Ellen Birkett, Nicolas Russell
Offered each Spring

221 Conversation
Discussion of contemporary French and Francophone issues, with emphasis on conversational strategies and speech acts of everyday life. Activities will include role playing and group work. Use of authentic materials such as songs, newspaper articles, films, cultural objects, audio segments and Francophone Web sites. Optional course open only to students concurrently enrolled in FRN 220. Enrollment limited to 15. Graded S/U only. {F} 1 credit

Mathilde Biélec, Fall 2006
To be announced, Spring 2007
Offered each Fall and Spring

255j 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 exposes, 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

Janie Vanpée
Offered Interterm 2007

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

Nicolas Russell
Offered Fall 2006

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, 1st degré (DFA1) granted by the Paris Chamber of Commerce and Industry and administered at Smith College. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary or permission of the instructor. {F} 4 credits

Eglal Doss-Quinby
Offered Spring 2007

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.

Offered each Fall and Spring

Sections as follows:

**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. **{L/F} 4 credits**

Mélanie Bost-Fiévet
Offered Fall 2006

**Voices of/from the Outskirts**
An examination of "les banlieues," or French suburbs through novels, diaries, popular songs and films from the 1980s to the present. **{L/F} 4 credits**

Anouk Alquier
Offered Fall 2006

**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. **{L/F} 4 credits**

Mélanie Bost-Fiévet
Offered Fall 2006, Spring 2007

**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) {L/F} 4 credits**

Fabienne Bullot
Offered Spring 2007

**244 French Cinema**

*Topic: French Cinema: Paris on Screen*
Few cities have inspired artists more than Paris. In this course, we will discuss ways in which, starting with the New Wave, French film directors have used the City of Light to reflect some of the most significant cultural and social changes of their times. Films by Truffaut, Godard, Chabrol, Varda, Sautet, Rohmer, Denis, Assayas and Jeunet. Readings in film criticism and film history. Papers and weekly screenings required. Cross-listed with Film Studies. Prerequisite: FRN 230, or permission of the instructor. **{L/A/F} 4 credits**

Martine Gantrel
Offered Fall 2006

*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, soliderity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembene Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Offered in French. Prerequisite: FRN 230, or permission of the instructor. Weekly required screenings. **{L/A/F} 4 credits**

Dawn Fulton
Offered Spring 2007

**250 Speaking with the French—Cross-Cultural Connections**
In this course, students will discuss “Frenchness” and “American-ness” in *real* time with *real* French students from a partner school in Paris. Using a customized online forum, as well as webcam and video-conferencing technology, students will exchange their views orally and in writing on a variety of issues such as cultural attitudes, social values and youth culture. Additional material includes films, songs, and related readings in primary and secondary sources. Prerequisite: FRN 230 or higher. Counts as preparation for the Smith Junior Year Abroad programs in Paris or Geneva only if the student has taken at least one other course above FRN 250 (excluding FRN 255) before going abroad. Enrollment limited to 16. **{F} 4 credits**

Christiane Métral
Offered Spring 2007
251 The French Press on Line  
A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers on line. Prerequisite: a course above FRN 220 or permission of the instructor. \{S/F\} 4 credits  
Mélanie Bost-Fiévet  
Offered Spring 2007  

252 French for the Modern World: cinema et culture  
An overview of major contemporary French issues illustrating the ever-present tension between tradition and change: France and the European Union; multiculturalism in a multiracial society; the role of women and family; the importance of leisure (les loisirs). Films such as L’auberge espagnole, Code inconnu, Le goût des autres; readings from newspapers, contemporary literary texts, magazines and the Web. Prerequisite: one course above FRN 220 or permission of the instructor. \{F\} 4 credits  
Martine Benjamin  
Offered Fall 2006, Spring 2007  

253 Medieval and Renaissance France  
An introduction to the main historical, socio-political, artistic, and intellectual currents that shaped pre-modern France, a period whose values and concept of “literature” were dramatically different from our own. Close readings of the major literary forms of the 12th through 16th centuries, such as Arthurian romance, lyric, farce, mock epic and essay, viewed in their cultural context. Students will acquire a critical framework and a vocabulary for discussing and analyzing these texts in French. We will also consider manuscript images, architecture and modern films. Topics may include: chivalry and the courtly code, love in the Western tradition, oral culture and the rise of literacy, humanism, scientific inquiry, religious reform. Basis for the major. Prerequisite: a course of higher level than FRN 220 or permission of the instructor. \{L/F\} 4 credits  
Mary Ellen Birkett  
Offered Fall 2006, Spring 2007  

254 France Before the Revolution  
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/F\} 4 credits  
Mélanie Bost-Fiévet  
Offered Spring 2007  

260 Literary Visions  
Topic: Love Triangles  
We will read famous 19th- and 20th-century novels and see how a depiction of a brilliant and highly cultured society typically sinks into the day-to-day mechanics of an often-disappointing love triangle. Novels by Balzac, Flaubert, Proust and Duras. First-year students with a strong background in French and an interest in literature most welcome. Prerequisite: a course above FRN 220 or permission of the instructor. \{L/F\} 4 credits  
Mélanie Bost-Fiévet, Fall 2006  
Martine Gantrel, Spring 2007  
Offered Fall 2006, Spring 2007  

Advanced Literature and Culture  
Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.
320 Topics in Medieval/Renaissance Literature

*Topic: Women Writers of the Middle Ages*

What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Reading will include the love letters of Héloïse, the *lais* and fables of Marie de France, the songs of the *trobairitz* and women *trouvères* and the writings of Christine de Pizan.  

_Eglal Doss-Quinby_

Offered Fall 2006

340 Topics in 17th/18th Century Literature

*Topic: “Family Values” in the Enlightenment*

Pre-marital 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 eighteenth-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.  

_Jamie Vanpée_

Offered Spring 2007

360 Topics in Nineteenth/Twentieth 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 Goncourts, Flaubert, Zola and Genet.  

_Martine Gantrel_

Offered Spring 2007

365 Francophone Literature and Culture

*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 Antillanité and Créolité. Works by such authors as Aimé Césaire, Edouard Glissant, Maryse Condé, Joseph Zobel, Patrick Chamoiseau, Gisèle Pineau.  

_Dawn Fulton_

Offered Fall 2006

Seminars

Prerequisite: one course at the 300 level.

404 Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.  

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 those of others; 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.  

_Anotik Alquier_

Offered Spring 2007
Courses Cross-Listed with Other Departments and Programs

CLT 272 Women Writing: 20th Century Fiction
Marilyn Schuster, Spring 2008

CLT 298 The Picaresque in Fiction and Films
Janie Vanpée, Fall 2006

CLT 361 Composing Knowledge in the Renaissance
Nicolas Russell, Fall 2006

Study Abroad in Paris or Geneva

Advisers: Paris: Eglal Doss-Quinby
Geneva: Christiane Metral

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 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.

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: Eglal Doss-Quinby

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
A 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 adviser and the director of honors. 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**

**Advisers:** Ann Leone, Fall 2006; Mary Ellen Birkett, Spring 2007

**580 Advanced Studies**
Arranged in consultation with the department.
4 credits
Offered both semesters each year

**580d Advanced Studies**
8 credits
Full-year course; Offered each year

**590 Research and Thesis**
4 or 8 credits
Offered both semesters each year

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

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

Professors
* H. Robert Burger, Ph.D.
  H. Allen Curran, Ph.D.
  John B. Brady, Ph.D., Chair
  Robert M. Newton, Ph.D.

Associate Professor
  Bosiljka Glumac, Ph.D.
  ††Amy Larson Rhodes, Ph.D.

Lecturer
  Mark E. Brandriss, Ph.D.

Laboratory Instructor
  Steven Gaurin, M.S., M.Phil.

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, asteroid impacts and wildfires. Topics include the current status of predicting disasters, how to minimize their impacts, public policy issues, the effect of disasters on the course of human history, the record of past great disasters in myth and legend, rapid climate change and what the future holds. Discussion sections will focus on utilizing GIS (geographic information systems) to investigate disaster mitigation. {N} 4 credits
Robert Burger
Offered Fall 2006, Fall 2008

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 2007, Spring 2008

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 pollu-
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 2006
Robert Newton, Fall 2007
Offered Fall 2006, Fall 2007

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 17. {N} WI 4 credits

John Brady
Offered Fall 2006, Fall 2008

150/EVS 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 2007, Spring 2008

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 4 credits

Larry Meinert
Offered Fall 2006

221 Mineralogy
A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 111, 108, 121 or FYS 134. {N} 4 credits

John Brady; Fall 2006
Mark Brandriss; Fall 2007
Offered Fall 2006, Fall 2007

222 Petrology
An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. {N} 4 credits

John Brady; Spring 2007
Mark Brandriss; Spring 2008
Offered Spring 2007, Spring 2008

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,
236 Geology

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 2006, Fall 2007

232 Sedimentology

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 111, 108, 121 or FYS 134. [N] 4 credits

Bosiljka Glumac
Offered Fall 2006, Fall 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. Prerequisite: 108, 111, 121 or FYS 134 and 232 or 222. [N] 4 credits

Robert Burger
Offered Spring 2007, Spring 2008

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. Prerequisite: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. [N] 3 credits

Bosiljka Glumac
Offered January 2008

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 2006, Fall 2008

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, Fall 2008
AST 330 FG30a 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 Brandriss, Spring 2007
Bosiljka Glumac, Spring 2008
Offered Spring 2007, Spring 2008

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
Offered Fall 2006

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, Spring 2008

For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 2007, Robert Burger; for the class of 2008, Bosiljka Glumac; for the class of 2009, Amy Rhodes; for the class of 2010, Robert Newton

Advisers for Study Abroad: John Brady, 2006–07; Robert Newton, 2007–08.

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.

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 National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

Honors

Directors: Robert Burger, 2006–07; Bosiljka Glumac, 2007–08

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.
German Studies

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

**Professors**
- \(^{2}\) Jocelyne Kolb, Ph.D., Chair
- Gertraud Gutzmann, Ph.D.
- \(^{3} \ ^{1} \) Joseph George McVeigh, Ph.D.

**Five College 40th Anniversary Professor**
Barton Byg, Ph.D. (University of Massachusetts)

**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 and 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: Joel Westerdale
Section 2: Gertraud Gutzmann
Full-year course; Offered each year

**115 German for Reading Knowledge**
A one-semester introduction to reading skills designed specifically for students who wish to use German secondary sources (newspapers, journal articles, books) for research purposes. Emphasis is on the acquisition of skills to recognize grammatical constructions, idioms and vocabulary. Readings of general interest taken from a variety of fields will be supplemented by materials related to the majors of course participants. This
course treats reading comprehension skills only and is not designed for students who wish to acquire functional communicative proficiency in German. Open only to juniors and seniors who have not taken a college-level German course. (F) 4 credits  

Joel Westerdale  
Offered Spring 2007

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, Jocelyne Kolb  
Offered Fall 2006

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 2006, Spring 2007

221 Conversation and Composition  
Intensive practice in 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  

Gertraud Gutzmann, Judith Keyler-Mayer  
Offered Fall 2006, Spring 2007

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.  

Offered Fall 2007

B. German Literature and Culture (Taught in German)  

222 Topics in German Culture and Civilization  

War and Peace in Germany
This course probes the discourse on war and peace in German culture from the 17th century to the present. We will look at examples from literature, film, art, music, and popular culture: Gryphius, Heine, Remarque, Brecht, Böll and others. Conducted in German. Highly recommended for students wishing to participate in the Junior Year Abroad Program in Hamburg. Prerequisite: 221, permission of the instructor, or by placement. (F/L) 4 credits  

Judith Keyler-Mayer  
Offered Fall 2006

The Culture of Cities: Munich, Berlin and Hamburg 1871 to the Present
Munich, Hamburg and Berlin as sites of modern culture: the importance of urban spaces, technology and modern media for Thomas Mann, Frank Wedekind, Gabriele Munter in Munich; Theodor Fontane, Kurt Tucholsky, Irmgard Keun in Berlin; Siegfried Lenz, Uwe Timm, Brigitte Kronauer in Hamburg. Conducted in German. Highly recommended for students wishing to participate in the Junior Year Abroad in Hamburg. Prerequisite: 221, permission of the instructor, or by placement. (F/L) 4 credits  

Gertraud Gutzmann  
Offered Spring 2007

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

Isn’t It Ironic? Harry/Heinrich/Henri Heine (1797–1856)
One hundred and fifty years after Heine’s death, we will study the complexities of his works in verse and prose and of his life in Germany and France. We will consider Heine’s identity as a German poet of Jewish descent who is known as a master of irony and whose contradictions are his most consistent trait; and we will examine his reputation inside and outside of Germany, by anti-Semites and philo-Semites, radicals and traditionalists. Conducted in German. {L/F} 4 credits
Jocelyne Kolb
Offered Fall 2006

Sex, Lies and Coffeehouses: Literature and Culture of the Jahrundertwende
This course explores German and Austrian literature and culture from the period 1880–1920 with an emphasis on intersecting issues of language, gender and sexuality. Readings to include texts by Nietzsche, Freud, Wedekind, Schnitzler, Hofmannsthal, Th. Mann, Musil, Kafka and Kraus. Conducted in German. {L} 4 credits
Joel Westerdale
Offered Spring 2007

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
Topic: Fantasies of the New World: German Visions of America in Landscape, Painting and Film. To what extent is what we see when we look at American landscapes—from public parks and private gardens to the wilderness—a product of the German visual imagination? This course will examine a series of encounters with nature and their transformation into the landscape of literature, painting, photography and film. We will begin with Humboldt’s journey to the Americas at the beginning of the 19th century. The origins of U.S. planning and landscape architecture will be the next theme, and the influences from Germany (at times by way of, at times in competition with, British sources). Also prominent for the 19th century’s view of landscape are the Hudson River School and images of North Americans and the American West. The course will conclude with the 20th century’s view of landscape in modern art, photography and contemporary film. Works by, for example, filmmakers Werner Herzog, Rainer Simon, Jean-Marie Straub and Danièle Huillet, Wim Wenders; authors Karl May and Liselotte Welskoph-Henrich, Friedrich Hölderlin, Heinrich Heine, Goethe, Schiller and the German Romantics; paintings by Bierstadt, Cole, Church, Catlin, Remington and 20th-century successors. Conducted in English. {L/A/H} 4 credits
Barton Byg (Five College 40th Anniversary Professor, UMass)
Offered Spring 2007

Cross-Listed Courses

CLT 214 Literary Anti-Semitism
How can we tell whether a literary work is anti-Semitically coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today? A selection of seminal theoretical texts; examples mostly from literature but also from opera and cinema. Shakespeare, Marlow, Cervantes, G.E. Lessing, Grimm Brothers, Balzac, Dickens, Wagner, T. Mann, V. Harlan; S. Friedlander; M. Gelber, S. Gilman, G. Langmuir, Y.H. Yerushalmi. {L/H} 4 credits
Jocelyne Kolb
Offered Spring 2007
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 2006 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; every day 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 2006 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 Spring 2007 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. {F} 4 credits

Jutta Gutzeit
Offered Fall 2006 and Spring 2007 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 2006, Spring 2007 on the Junior Year in Hamburg

320 Germany 1945–1990: Politics, Society and Culture in the Two German States
This course, which provides a continuation of 270, will cover the post-war period of occupation; the founding of two German states; German-German relations during the Cold War; and the re-unification of Germany. Historical analysis; reading of selected literary works; screening of films. Prerequisite: 270, or permission of the instructor. Limited to students enrolled in the JYA program. {L/H/F} 4 credits

Rainer Nicolaysen
Offered Spring 2007 on the Junior Year in Hamburg
The Major

Advisers: for the class of 2007, Gertraud Gutzmann; for the class of 2008, Joseph McVeigh; for the class of 2009, Jocelyne Kolb; for the class of 2010, Judith Keyler-Mayer

Adviser for Study Abroad: Jocelyne Kolb

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 may 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. Of the courses for the major, one must be from the pre-19th century, one from the 19th and one from the 20th. The period requirement may, with departmental approval, be fulfilled with courses outside of the Department of German Studies, for example in history, art history, music history, government, philosophy and the history of science.

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 2007, Gertraud Gutzmann; for the class of 2008, Joseph McVeigh; for the class of 2009, Jocelyne Kolb; for the class of 2010, 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.
Government

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

Professors
Susan C. Bourque, Ph.D.
Steven Martin Goldstein, Ph.D.
†1 Donna Robinson Divine, Ph.D.
Martha A. Ackelsberg, Ph.D. (Government and Study of Women and Gender)
†1 Donald C. Baumer, Ph.D.
Dennis Yasutomo, Ph.D.
Patrick Coby, Ph.D., Chair
†1 Catharine Newbury, Ph.D.
†† Howard Gold, Ph.D.

Associate Professors
†† Velma E. Garcia, Ph.D.
‡ Gregory White, Ph.D.
Alice L. Hearst, J.D., Ph.D.
†1 Gary Lehring, Ph.D.
Mlada Bukovansky, Ph.D.
‡ Marc Lendler, Ph.D.

Adjunct Associate Professor
Robert Hauck, Ph.D.

Assistant Professor
† Jacques Hymans, Ph.D.

Lecturer
Jon Western

Associated Faculty
Gwendolyn Mink, Ph.D. (Study of Women and Gender)

Alumna Coordinator, Picker Semester in Washington
Sally Katzen Dyk, J.D.

Mellon Post-Doctoral Fellow
Mikulas Fabry

Mendenhall Fellow
Christina Greer

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 may be designated as Writing Intensive (WI). [S] 4 credits

Martha Ackelsberg and members of the department, Fall 2006,
Patrick Coby and members of the department, Fall 2007
Offered Fall 2006, 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, Spring 2008

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 Spring 2007, Fall 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
Marc Lendler; Spring 2007
Donald Baumer; Spring 2008
Offered Spring 2007, Spring 2008

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 2006, Fall 2007

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 2007, Spring 2008

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 Fall 2007

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 2008

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 2008

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 2007

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

209 Colloquium: Congress and the Legislative Process
An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy-making process. In addition to examining the structure and operation of Congress, we will explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and
often conflicting interests of citizens from 50 different states and 435 separate Congressional districts. Enrollment limited to 20. [S] 4 credits

Donald Baumer
Offered Spring 2008

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 Spring 2008

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 2007

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 at the level 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
Topic: Pathologies of Power
A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. [S] 4 credits

Marc Lendler
Offered Spring 2007

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 Spring 2008

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 Fall 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 2006, Fall 2007

412 Semester–in–Washington Research Project
Open only to members of the Semester-in-Washington Program. 8 credits

Donald Baumer
Offered Fall 2006, Fall 2007
Government

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 2006, Fall 2007

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
Velma Garcia
Offered Fall 2006

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 2006, Fall 2007

223 Russian Politics
After a brief discussion of the origins, evolution and collapse of the Soviet system, this course will focus on the politics of contemporary Russia. Issues to be addressed include constitutional change, electoral behavior, the role of civil society, and the course of economic reform. [S] 4 credits
Steven Goldstein
Offered Spring 2007

224 Islam and Politics in the Middle East
An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism and globalization. Readings will also cover such topics as regional conflicts, revolutions as well as the impact of these disparate developments on the position of women. [S] 4 credits
Donna Robinson Divine
Offered Fall 2007

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 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. Enrollment limited to 35. [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, Fall 2007

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 2006, Fall 2007

321 Seminar in Comparative Government
Topic: The Rwanda Genocide in Comparative Perspective. In 1994, Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this course explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and Sierra Leone. [S] 4 credits

Catharine Newbury
Offered Spring 2008

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 neo liberal economic experiment and NAFTA, border issues, the impact of drug trafficking, and rebellion in Chiapas. [S] 4 credits

Velma Garcia
Offered Fall 2007

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 Spring 2008

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

Gregory White, Fall 2006
Mlada Bukovansky, Spring 2007
Jacques Hymans, Fall 2007
Gregory White, Spring 2008
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 2007
244 Foreign Policy of the United States
In this course we ask and answer the following questions: Just what is “United States foreign policy”? By what processes does the U.S. define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. [S] 4 credits
Jacques Hymans
Offered Spring 2008

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 2008

248 The Arab–Israeli Dispute
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. An historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism, and violence unleashed by the dispute. No prerequisites. [S] 4 credits
Donna Robinson Divine
Offered Spring 2008

250 Case Studies in International Relations
The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. In Spring 2007, the course will focus on the growing centrality of Asia in international security affairs. In particular, we’ll focus on security issues raised by China’s growing economic and military power, such as the status of Taiwan, nuclear negotiations with North Korea, China’s military ties with Iran, and the geopolitical implications of China’s growing reliance on imported oil. We’ll also consider such issues as terrorism, ethnic conflict in Central Asia, and the India-Pakistan nuclear rivalry. Students will be expected to discuss the policy implications of these issues for the United States and to investigate a particular problem in depth. [S] 4 credits
Michael Klare
Offered Spring 2007

251 Foreign Policy of Japan
The socio-cultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. [S] 4 credits
Dennis Yasutomo
Offered Spring 2007, Spring 2008

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 Fall 2006, Fall 2007

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 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 policymak-
ers 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 2007

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

344 Seminar on Foreign Policy of the Chinese People’s Republic
After examining the historical roots of the foreign policy of the People’s Republic of China both before and after its establishment in 1949, the seminar will focus on the process and substance of the nation’s contemporary international behavior. [S] 4 credits

Steven Goldstein
Offered Spring 2007, Spring 2008

346 Seminar in International Relations
Topic: Ethics and International Relations. The purpose of this seminar is to explore central ethical problems in international relations. These problems include questions such as: What are a country’s obligations to foreign states or peoples? Under what circumstances may military force be used, and by whom? Are there valid exceptions to compliance with international law? What should be the role of human rights in international relations? When is external intervention in civil wars admissible? Are there any international duties toward failed states? Is terrorism always wrong? By what means can democracy be spread around the world? To what extent are countries responsible for extreme poverty or environmental degradation beyond their borders? The seminar is divided into two parts. The first part introduces major traditions of reflection on international ethics. It seeks to articulate their common assumptions and claims while not glossing over their internal richness and variation in viewpoints. The second part then elaborates further on some of the most significant contemporary issues in international ethics, integrating into the discussion recent prominent empirical cases. [S] 4 credits

Mikulas Fabry
Offered Fall 2006

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 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, Fall 2007

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 Fall 2007
Government

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 2008

EAS 375 Seminar: Japan—United States Relations

(S) 4 credits

*Dennis Yasutomo*
Offered Spring 2007, Spring 2008

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, Fall 2007

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 Nietzsche. Not open to first-year students. (S) 4 credits

*Gary Lehring*
Offered Fall 2007

264 American Political Thought

An examination of political thought in America from the colonial period to the present. Prominent themes include politics and religion, constitutional structures, political parties, slavery, industrialization, welfare, foreign policy and liberalism-conservatism. (S) 4 credits

*Patrick Coby*
Offered Spring 2008

267 Problems in Democratic Thought

What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings will include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. (S) 4 credits

*Martha Ackelsberg*
Offered Fall 2006, Spring 2008

269 Politics of Gender and Sexuality

An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. (S) 4 credits

*Gary Lehring*
Offered Spring 2008
364 Seminar in Political Theory
Topic: Feminist Theory. An examination of feminist perspectives on political participation and citizenship. Prerequisite: one course in political theory or permission of the instructor. [S] 4 credits
Martha Ackelsberg
Offered Spring 2007

366 Seminar in Political Theory
Topic: The Political Theory of Michel Foucault. This course will examine the work of Michel Foucault (1926–84), French philosopher, social critic, historian, and activist, and generally acknowledged as one of the most influential of the thinkers whose work is categorized as post-structuralist. Foucault’s various inquiries into the production of knowledge and power have formed the paradoxically destabilizing foundation for much of the work on the status of the human subject in post-modernity. We will explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminating his central ideas that seem to challenge much of what political theory accepts as a given. From The Birth of the Clinic, The Order of Things, and Discipline and Punish to his later works including The History of Sexuality, The Use of Pleasure, and The Care of the Self attention will be given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Completion of Gov 100 and one other upper division political theory course or permission of the instructor. [S] 4 credits
Gary Lehring
Offered Spring 2008

368 Seminar in Political Theory
Topic: Theorizing Multiculturalism. The last two decades have seen the rise of distinct “identity politics” movements, centered on the efforts of historically marginalized groups to secure recognition and protection of their legal and cultural 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

SWG 225 Women and the Law
[S] 4 credits
Gwendolyn Mink
Offered Fall 2006

SWG 317 Seminar: Feminist Legal and Policy Theory
[H/S] 4 credits
Gwendolyn Mink
Offered Fall 2006

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 sub-field of the department, or they may be in other sub-fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. three additional elective courses. Majors are encouraged to select 190 as one of their electives.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major.

Based on 100. The minor consists of 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: To be announced

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 2006, Fall 2007

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); 2 credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.
History courses at the 100- and 200-level are open to all students unless otherwise indicated. Admission to seminars (300-level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses 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 18 and surveys with open enrollment, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a History major or minor. {H} 4 credits

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 of 15 limited to first-years and sophomores.

WI {H} 4 credits
Marnie Anderson
Offered Fall 2006, Fall 2007

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 first-years and sophomores. {H} 4 credits
Richard Lim
Offered Fall 2006, Fall 2007

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 that to forget it? Enrollment limited to first-years and sophomores. {H} 4 credits
Darcy Buerkle
Offered Fall 2006, Spring 2008

Topic: Latin America and the United States
An overview of U.S. policy in Latin America from the 19th century to the present. Main focus is on Latin America; it is intended to be a view from the south. From the Monroe Doctrine and Manifest Destiny to the Cold War, the drug war and the war against terrorism, how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. Enrollment limited to first-years and sophomores. {H} 4 credits
Ann Zulawski
Offered Spring 2007

Topic: Biography in African History
Fascinating in themselves, biographies also serve as a foundation to history. This course looks at biographies from Africa, both in print and in film presentations, assessing the lives represented as reflections of history in practice. Examples from many regions of Africa; from precolonial, colonial and more recent periods; from women as well as men; and from common people as well as leaders. The course stresses writing skills as well as careful reading; writing includes short essays on the books read and critical reflections on the relationship of biography and history. Enrollment limited to 15 students. WI {H} 4 credits
David Newbury
Offered Fall 2007

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 18. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

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

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 2007

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 2008
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

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 Fall 2006

206 (C) Aspects of Ancient History
Topic: To be Announced. (H) 4 credits
Richard Lim
Offered Spring 2007

Islamic Middle East

208 (L) The Shaping of the Modern Middle East, 1789–1956
A survey of Middle Eastern history from the decline of the Ottoman Empire to the end of the era of European imperialism. The historical background necessary to understand the major movements, figures and ideologies of the modern Middle East; the rise and impact of European imperialism and fascism; the emergence of Arab and Turkish nationalism, the impact of Zionism, and the development of new nation-states and ideologies after World War I. (H) 4 credits
Daniel Brown
Offered Spring 2007

209 (C) Aspects of Middle Eastern History
Topic: Islam in the 21st Century: Readings in Islamic Fundamentalism and Liberalism. Thinkers and ideas that have shaped the intellectual environment of contemporary Islam. The history of the most important ideas and trends in contemporary Islamic thought, beginning with their roots in the great classics of the Islamic tradition by Ibn Khaldun, al-Ghazali and Ibn Tayniyya. Close reading of the most important modern Muslim thinkers, including Muhammad Abd al-Wahhaam, Muhammad Iqbal, Sayyid Qutb, Ali Shariati, Fazlur Rahman and Mohammed Arkoun. (H) 4 credits
Daniel Brown
Offered Spring 2007

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 2007

212 (L) China in Transformation, A.D. 750–1900
Chinese society and civilization from the Tang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion and confrontation with the West. (H) 4 credits
Daniel Gardner
Offered Spring 2007

214 (C) Aspects of Chinese History
Topic: Elite Culture in China: The Arts and Letters of the Literati. An examination of the artistic, literary, philosophical, religious, and scholarly expression of the Chinese before the 20th century. (H) 4 credits
Daniel Gardner
Offered Spring 2007

217 (L) World War Two in East Asia: History and Memory
Examination of the factors leading to the war in Asia, the nature of the conflict, and the legacy of the war for all those involved. Topics include Japan’s seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions
of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs and the complicated relationship between history and memory. [H] 4 credits

Marnie Anderson
Offered Fall 2006

220 (C) Japan to 1600
How individuals of different backgrounds in pre-modern Japanese society conceived of themselves and their world. Begins in prehistoric times and ends with the development of an early modern state in the 17th century. Topics include the creation of a centralized state, the emperor and the aristocracy, the rise of the samurai, rebellion, religion, sexuality and national seclusion. [H] 4 credits

Marnie Anderson
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, Japanese imperialism and war, cultural transformation and conflict within Japanese society. [H] 4 credits

Marnie Anderson
Offered Spring 2007

222 (C) Aspects of Japanese History
Topic: Japan Since World War II. [H] 4 credits

Marnie Anderson
Offered Spring 2008

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 7th through the 19th 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 2007, Spring 2008

EAS 215 Premodern Korea
Jennifer Jung-Kim
Offered Spring 2007

EAS 219 Modern Korea
Jennifer Jung-Kim
Offered Fall 2006

EAS 230 Women of Korea from the Three Kingdoms to the Present
Jennifer Jung-Kim
Offered Fall 2006

Europe

225 (L) The Making of the Medieval World, 800–1350
From the crowning of Charlemagne in 800 through the High Middle Ages to the Black Death in 1348. Topics include cathedrals and universities, struggles between popes and emperors, pilgrimage and popular religion, the Crusades and Crusader kingdoms, heresy and the Inquisition, chivalry and Arthurian romance, the expansion and consolidation of Europe. [H] 4 credits

Sean Gilsdorf
Offered Spring 2007

227 (C) Aspects of Medieval European History
Topic: Making Medieval England, 800–1400. The English kingdom from its Anglo-Saxon origins to the end of the Plantagenet dynasty. How English identity was forged out of the collision and collusion of Celtic, Germanic, Scandinavian and Norman forces; the creation of a centralized monarchy and administration; and the emergence of a vernacular culture and policy. [H] 4 credits

Sean Gilsdorf
Offered Fall 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. [H] 4 credits

Joachim Stieber
Offered Spring 2007
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
Joachim Stieber
Offered Spring 2007

233 (L) A Cultural History of Britain and Its Empire, 1688–1914
Re-thinking British history by centrally incorporating the British Empire and by employing the methods of cultural history. Themes include the changing nature of Britain’s national and imperial identities; the transformation of Britain’s political, class and commercial cultures; the experiences of the colonizers and of those who were incorporated into Britain, the United Kingdom, and the Empire, including those from Scotland, Ireland, Africa, the West Indies and India; and the ways in which literature, the arts and material culture participated in these phenomena. (E) {L/H} 4 credits
Jennifer Hall-Witt
Offered Fall 2006

238 (L) Gender and Empire
Traditionally, historians have portrayed the British Empire as largely the province of male explorers, merchants, missionaries, soldiers and bureaucrats. This course treats such men as gendered subjects, investigating intersections between the empire and masculinity, while also surveying women’s colonial experiences. Slave societies and cross-cultural encounters through the lens of gender history. The gendered structure of racial ideologies and the imperial features of feminist concerns. From the mid-17th to the early 20th centuries, with a focus on the 19th century. (E) {H} 4 credits
Jennifer Hall-Witt
Offered Spring 2007

239 (L) Empire-building in Eurasia, 1552–1914
The emergence, expansion, and maintenance of the Russian Empire, as well as the development of the multitude of nations and ethnic groups conquered by or included into the Russian empire. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement) and specific developments in the Western borderlands (Ukraine, Finland, Poland, the Baltic lands), the Caucasus, Central Asia, Siberia, etc. Focus on 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 2007

242 (L) Modern Central Asia
Historical transformation of Central Asia, including the Muslim and Turkic peoples of the former Russian Empire, as well as Mongolia. Topics include the legacy of Chingis Khan’s empire in inner Asia, interactions of nomadic and sedentary cultures under the Chingisid dynasties, Russian imperial rule, Soviet nation-building and post-Soviet transformations. Focus on how ethnic and social groups—the future Kazakhs, Uzbeks and Tatars—responded to the challenges of Islamization and European imperialism, and shaped their societies in the course of Eurasian globalization. {H} 4 credits
Sergey Glebov
Offered Spring 2008

243 (C) Reconstructing Historical Communities
How much can historians learn about the daily lives of the mass of the population in the past? Can a people’s history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class recreates families, congregations, guilds, and factions in a German town amid the religious controversy and political revolution of the 1840s. {H/S} 4 credits
Ernest Benz
Offered Spring 2008

247 (L) 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

Sergeyi Glebov
Offered Spring 2007

249 (L) Early Modern Europe 1618–1815
A survey of the ancien régime. On behalf of the central State, war-making absolutists, Enlightened philosophes, and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. \{H\} 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. \{H\} 4 credits
Ernest Benz
Offered Fall 2006, Fall 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. \{H\} 4 credits
Ernest Benz
Offered Spring 2007, Spring 2008

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
Darcy Buerkle
Offered Fall 2006, Fall 2007

253 (L) Women in Contemporary Europe
A survey of European women’s experiences during the twentieth 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, Spring 2008

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, Goethe, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. \{H/S\} 4 credits
Ernest Benz
Offered Spring 2007

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 2007

284/JUD 284 (L) The Jews of Eastern Europe
The modern history of the largest Jewish community in the world, from life under the tsars until its extermination in World War II. The interaction between external pressures (anti-Jewish legislation; pogroms; the Bolshevik Revolution) and developments in Jewish social, religious, cultural and political history. Topics include the competition between ecstatic religious movements (Hasidism) and intellectuals of the Jewish enlightenment; language wars and the emergence of Yiddish and Hebrew literature; varieties of political self-assertion such as Zionism, Jewish Socialism and Yiddishism; the shtetl as virtual homeland; folklore (golems, dybbuks, shlemiels) and popular culture; political and cultural life in the Soviet Union and interwar Poland; the destruction of Eastern European Jewry and the role of memory in the aftermath of the Holocaust. Open to students at all levels. \{H\} 4 credits
Justin Cammy (Jewish studies)
Offered Fall 2007
Africa

257 (L) East Africa in the 19th and 20th Centuries
A comparative introduction to the peoples of Tanzania, Uganda and Kenya and surrounding areas. Topics include: the dynamics of pre-colonial cultures, ecologies and polities; the effects of the Indian Ocean slave trade; changing forms of Imperialism; local forms of resistance and accommodation to imperial power; nationalist struggles and decolonization; post-colonial crises and present challenges. {H/S} 4 credits
David Newbury
Offered Fall 2007

AAS 370 Modern Southern Africa
Louis Wilson
Offered Fall 2006

Latin America

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 Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. {H} 4 credits
Ann Zulawski
Offered Fall 2006, Fall 2007

261/LAS 261 (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. {H} 4 credits
Ann Zulawski
Offered Spring 2007

United States

265 (L) North America in an Age of Empires and Revolutions, 1500–1800
An introduction to the social, political and cultural history of the peoples of North America during the eras of colonization and the American Revolution. {H} 4 credits
Neal Salisbury
Offered Spring 2007, Spring 2008

266 (L) The Age of the American Civil War
Origins, course and consequences of the war of 1861—65. Major topics include the politics and experience of slavery; religion and abolitionism; ideologies of race; the role of African Americans in ending slavery; the making of Union and Confederate myths; Reconstruction; white Americans’ final abandonment of the cause of the freed people in the 1880s and 1890s. {H} 4 credits
Robert Weir
Offered Fall 2006

267 (L) The United States Since 1877
The rise of industrial America, consumer culture, radical and conservative political movements, immigration and diversification of the population, development of the social welfare state, the United States as a world power, and new modes of cultural expression. {H} 4 credits
Robert Weir, Spring 2007
Jennifer Guglielmo, Spring 2008
Offered Spring 2007, Spring 2008

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. {H} 4 credits
Neal Salisbury
Offered Fall 2006, Fall 2007

270 (C) Aspects of American History
Topic: Cross-Cultural Captivity in North America, 1500–1860. The captivity of Europeans and European Americans—especially women—by Native Americans has been a persistent theme in mainstream literary and popular culture since early colonial times. This course will examine several cases of such captivity in historical and cross-cultural context as well as some cases
in which Native Americans and other non-Europeans figure as captives. Cases of such captivity in historical and cross-cultural context as well as cases in which Native Americans and other non-Europeans figure as captives. Topics include captivity in pre-colonial indigenous societies, the purposes and meanings of captivity for captors and captives, the uses of captivity narratives as historical evidence, captivity and cultural and ethnic identity, captivity and gender, Native-American–African-American relations and the colonial-era slave trade in Native Americans. \{H\} 4 credits
Neal Salisbury
Offered Spring 2007, Spring 2008

273 (L) Contemporary America
The United States' rise to global power since 1945, the Cold War, McCarthyism, the political upheaval of the 1960s, the politics of scarcity, and the reorientation of American politics at the end of the 20th century. \{H\} 4 credits
Daniel Horowitz
Offered Fall 2006

278 (L) Women in the United States, 1890 to Present
Women's and gender history in the 20th century with particular attention to variations across racial, class, generational and sexual boundaries. How have women experienced and shaped this period? How have women mediated, challenged or redefined gender constructs? Understanding the complex relations between authoritative discourse and human agency and experience. Students who have taken HST 178 cannot take this class for credit. \{H\} 4 credits
Babette Faehmel, Spring 2007
Jennifer Guglielmo, Fall 2007
Offered Spring 2007, Fall 2007

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 2006, Fall 2007

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 Fall 2007

AAS 209 Feminism, Race and Resistance: History of Black Women in America
Paula Giddings
Offered Fall 2006

AAS 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970
Louis Wilson
Offered Fall 2006

Nan Wolverton
Offered Spring 2007

289 (C) Aspects of Women's History
Topic: The History of Sexuality from the Victorians to the Kinsey Report. Sexuality in the West from the early 1800s to the 1950s. A variety of primary sources, including the writings of evangelicals, freethinkers, doctors, social purity reformers, sexologists, literary figures, eugenicists, and pro-natalists, reveal 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, the course 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 2007
Seminars

340 Problems in Russian History
Topic: When Ideas Begin to Kill: Women and Men in the Russian Revolutionary Movement, 1825–1917. How does political terror become the ultimate means for building a just society? From Romanticism to populism, socialism, anarchism, and finally Marxism and Bolshevism. (H/S) 4 credits
Sergey Glebov
Offered Fall 2006

350 Modern Europe
Topic: Historiography
How do historians do history? How have they done so in the past? The development of historical writing in the modern period as well as interpretive problems and debates in contemporary historiography. Readings include primary source materials and historical monographs. Students will become familiar with major historical journals and develop the interpretive skills necessary to identify and engage historiographic trends. (H) 4 credits
Darcy Buerkle
Offered Spring 2007

Topic: The History of Psychoanalysis
Psychoanalysis as an important moment in the social, intellectual and cultural history in Europe from the late 18th to early 20th centuries. The emerging traditions of psychiatry that predate Freud's work. Topics include the origins of psychiatric professionalism, mental medicine and degenerationist theory, psychiatry and the beginnings of medical sexology, the rise of legal psychiatry, the role of gender in early psychiatry. Wide readings in primary texts and selected historical monographs. (H/S) 4 credits
Darcy Buerkle
Offered Fall 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: Cuban Society 1898 to the Present. (H/S) 4 credits
Ann Zulawski
Offered Fall 2007

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 2006, Fall 2007

372 Problems in American History
4 credits
Topic: Globalization, Im/migration and Transnational Cultures in United States History
Historicizes 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? (H) 4 credits
Jennifer Guglielmo
Offered Spring 2008

383 Research in United States Women's History: The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries. (H) 4 credits
Helen Horowitz
Offered Fall 2006, Spring 2008
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 develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions 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 2006

404 Special Studies
By permission of the department.
4 credits
Offered both semesters each year

The Major

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: five semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student’s adviser.
   Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe; 300–1650; Europe, 1650 to the present; Africa; Latin America; United States; Women’s History; Comparative Colonialism.
   Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.
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. Geographic breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographic regions.
   Africa
   East Asia and Central Asia
   Europe
   Latin America
   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 Stieber

The Minor
Advisers: same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

The S/U grading option is not allowed for courses counting toward the minor.
Honors

**Director:** Darcy Buerkle

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

**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. Each honors candidate defends her thesis 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. Geographic breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographic regions:
   - Africa
   - East Asia and Central Asia
   - Europe
   - Latin America
   - 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

**580 Special Problems in Historical Study**  
Arranged individually with graduate students. (H)  
4 credits  
Offered both semesters each year

**590 Research and Thesis**  
(H) 4 credits  
Offered both semesters each year

**590d Research and Thesis**  
(H) 8 credits  
Full-year course; offered each year
Program in the History of Science and Technology

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

Advisers
Lâle Aka Burk, Senior Lecturer in Chemistry
David Dempsey, Museum of Art
Robert Dorit, Associate Professor of Biological Sciences
Craig Felton, Professor of Art
Nathanael Fortune, Associate Professor of Physics
Laura Katz, Associate Professor of Biological Sciences
†2 Albert Mosley, Professor of Philosophy
**2 J. Douglas Lane Patey, Professor of English Language and Literature

Jeffry Ramsey, Associate Professor of Philosophy,
Director
Nicholas Russell, Assistant Professor of French Studies
Marjorie Senechal, Professor of Mathematics and of History of Science and Technology
Gregory Young, Instructor, Science Center Machine Shop

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
Designed to be an introduction to the study of the history of science and technology. Emphasis on the intellectual, social and cultural contexts of scientific theories and instruments, with the intent of showing that what counts as “good science” changes over time and also that the scientific “objectivity” is assembled, sometimes legitimately and sometimes not. These themes are examined through a study of a history of theories and technologies of sight and vision, e.g. mirrors, perspective drawing, naked-eye observation, microscopes, telescopes, etc. (H/N) 4 credits

Jeffry Ramsey
Offered Fall 2006

207/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 Spring 2007

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
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 2007

**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 Heuck Allen*
Offered Spring 2007

**AST 102 Sky I: Time**
Explore the concept of time, with emphasis on the astronomical roots of chronology 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 2006

**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

**PHI 209/PSY 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*
Offered Fall 2006, Fall 2007

The Minor

**Requirements:** Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student’s minor adviser, and two courses in (or cross-listed in) the history of science and technology program. Normally one of the history of science and technology courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the science and technology are urged to consult with their advisers as early as possible.
International Relations

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

Advisers
Steven Martin Goldstein, Professor of Government
Elizabeth Erickson Hopkins, Professor of Anthropology
Elliot Fratkin, Professor of Anthropology
*2 Gregory White, Associate Professor of Government
†1 Mahnaz Mahdavi, Professor of Economics

Mlada Bukovansky, Associate Professor of Government, Director
Robert A. Eskildsen, Assistant Professor of History
†1 Jacques Hyman, 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
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-Strait 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
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 to the Present
HST 261  National Latin America, 1821 to the Present
HST 263  Continuity and Change in Spanish America and Brazil

At the discretion of the adviser, equivalent courses may be substituted.
# Interterm Courses Offered for Credit

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EAL 115</td>
<td>Kyoto Then and Now</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>ESS 175</td>
<td>Applied Exercise Science</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>ESS 945</td>
<td>Physical Conditioning</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>FRN 255</td>
<td>Speaking (Like The) French: Conversing, Discussing, Debating, Arguing</td>
<td>(4 credits)</td>
</tr>
<tr>
<td>GEO 223</td>
<td>Geology of Hawaiian Volcanoes</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>GEO 270</td>
<td>Carbonate Systems and Coral Reefs of the Bahamas</td>
<td>(3 credits) January 2008</td>
</tr>
<tr>
<td>GRK 101</td>
<td>Readings in the Greek New Testament</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>IDP 100</td>
<td>Critical Reading and Discussion</td>
<td>(1 credit)</td>
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<tr>
<td>IDP 108</td>
<td>Intellectual Inquiry</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>MTH/QSK 103</td>
<td>Math Skills Studio</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>MUS 905</td>
<td>Five College Opera Production</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>PHI 253</td>
<td>Indo-Tibetan Buddhist Philosophy and Hermeneutics</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>SPN 218j</td>
<td>Speaking Spanish in Context</td>
<td>(4 credits)</td>
</tr>
</tbody>
</table>

A schedule of important dates and information applicable to January Interterm courses is issued by the registrar’s office prior to registration in the fall.
Italian Language and Literature

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

**Professors**
Alfonso Procaccini, Ph.D.
Giovanna Bellesia, Ph.D., Chair

**Associate Professor**
Anna Botta, Ph.D. (Italian and Comparative Literature)

**Assistant Professor**
§1, †2 Federica Anichini, Ph.D.

**Senior Lecturer**
Vittoria Offredi Poletto, M.A.

**Lecturers**
§2 Serena Grattarola, M.A.
Rosetta Caponetto, M.A.
Maria Succi-Hempstead, M.A.

**Assistant**
Costanza Menchi, Laurea

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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 the full year. No credits will be assigned for one semester only.

All students going to Florence for their Junior Year Abroad must take ITL 250 and a writing workshop 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.

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 in the summer before their sophomore year.

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**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 231 (in exceptional cases) the following year. Open only to first-year students. Sophomores, juniors and seniors can register in September if classes are not filled by first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session. Enrollment limited to 18 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

*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 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 18 per section. Students should enroll in ITL 220 (or ITL 230 in exceptional cases) the following semester. 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
*Members of the department*
Offered Fall 2006

**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 with permission of the department or placement exam. (F) 4 credits
*Members of the department*
Offered each Fall

**231 Advanced Italian**
A continuation of 220 or 230, with emphasis on refining linguistic expression. Speaking and writing are strongly emphasized. Prerequisite: 220, 230 or 110y with permission of the department. (F) 4 credits
*Members of the department*
Offered Fall 2006

**233 Advanced Writing Workshop**
Prerequisite for students applying for Junior Year Abroad in Florence. Development of writing skills with emphasis on research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: ITL 220, 230, 231 or permission of the Department. Enrollment limited to 10. (L) 2 credits
*Members of the department*
Offered Spring 2007

**235 Advanced Conversation**
Practice in conversation, using a variety of materials including newspaper articles, films, television broadcasts and web sites. This course is designed to develop oral proficiency. There is no written work. All exams will be oral. Prerequisite: ITL 220 or 230 or 231 or placement exam to assure correct language level has been reached. (F) 2 credits
*Members of the department*
Offered Spring 2007

**B. Literature**

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor. There is no prerequisite for ITL 342 because it is conducted in English.

**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. Prerequisite: ITL 220, and/or 230, and/or 231 or permission of the instructor. (L/F) 4 credits
*Members of the department*
Offered each Spring

**251 Survey of Italian Literature II**
A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the Modern period. Normally to be taken during Junior Year in Florence. Maybe 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”**
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*. The class will follow a lecture/discussion format: invited Smith faculty members from other departments will join the class to share her/his passion and 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 2006
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
Alfonso Procaccini, Spring 2007
Offered each year

341 Italian Seminar for Sight Location in Italian Cinema
For students currently enrolled in ITL 342 wishing to view and discuss the films in Italian and read film criticism written in Italian. Readings in Italian of such directors as Gianni Amelio, Federico Fellini, Michelangelo Antonioni, Pier Paolo Pasolini and film critics such as Aristarco, Brunetta, Rondolino, Zagarrio. Optional one-credit course. Graded S/U only. {L/F} 1 credit
Anna Botta
Offered Spring 2007

342 Sight Location in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate how major directors have responded to the changing cultural, political and economic context in Italy over the last fifty years. In particular, we will focus on the determining role that five different vantage points (realism, the journey, the unconscious, the other, metacinema) have played in constructing Italian screen images, noting how characters, stories and viewers are framed from these locations. Directors include Amelio, Antonioni, Fellini, Ferrario, Bertolucci, Opzetek, Pasolini, Pontecorvo, Moretti, Soldini, Visconti. Conducted in English. Films with English subtitles. An extra class week (see discussion session) will be conducted in Italian for students in Italian. {L/A} 4 credits
Anna Botta
Offered Spring 2007

343 Modern Italian Literature
Topic: The Romance of Dust (La polvere racconta). Ever since God’s biblical malediction to Man, “Dust you are and to dust you shall return,” dust has been metaphorically connected in Western art and literature to the restless passage of time, to waste, corruption and death. In modern and postmodern times, however, beginning with Marcel Duchamp’s work “Elevage de poussièrè,” dust has gone beyond the temporal symbolism and assumed spatial meaning. No longer simply the wearing out of matter, dust has come to connote indeterminacy, chaos, entropy and the trace of a possible reality which is invisible, yet perceivable (the subatomic, the virtual, the potential). Dust has also taken front stage in media representations of the two major historic events marking the passage between the 20th and the 21st centuries, the fall of the Berlin Wall and the fall of the Twin Towers. How do modern and postmodern writers, artists and filmmakers represent dust? How do they rehabilitate its active and creative role in our imagination (pixels, stardust, photographic grains)? How has dust become even more threatening today (terrorist explosions, toxic waste?)? After a brief historical excursus (the Bible, Homer, Lucretius, Leonardo, Baschenis, Leopardi), we will read fictional works by contemporary Italian authors (Calvino, Celati, Loi, Masino, Montale, Tabucchi) and analyze films (Antonioni, Ferrario) together with theoretical texts (Barthes, Belpoliti, Douglas, Grazioli, Krauss, Rougemont). Limited enrollment, permission of the instructor required. Conducted in Italian. 4 credits
Anna Botta
Offered Fall 2006

344 Senior Seminar: 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 multiethnic Italian reality with a selection of texts written during the last ten to fifteen years by contemporary women immigrants. Limited enrollment, permission of the instructor required. Conducted in Italian. {L} 4 credits
Giovanna Bellesia
Offered Spring 2007

Cross-listed Courses

CLT 299 Europe on the Move: Recent Narratives of Immigration
Anna Botta
Offered Fall 2006
The Major in Italian Language and Literature

Advisers: Federica Anichini, Giovanna Bellesia, Anna Botta, Serena Grattarola and Alfonso Procaccini

Advisors for Study Abroad: Federica Anichini, Giovanna Bellesia, Anna Botta, Serena Grattarola and 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 (and a new writing course, pending approval).
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, 343, 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, Serena Grattarola and 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 (non-language) courses taken in the Italian Department on campus or during the JYA in Florence. Courses in Florence must be approved by the chair of the Italian Department to count towards the major in Italian Studies. All courses taught by Italian faculty members outside the Italian Department will also fulfill the requirement (for instance CLT 305 or CLT 355) when all written work is done in Italian. Independent Studies and Honor Theses may count as part of this category.
Three courses in other Smith departments/programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser.

Relevant departments include but are not limited to: American Studies, Archeology, Art History, Comparative Literature, Classics, Education, Film Studies, Government, History, History of Science, International Relations, Linguistics, Music, Philosophy, Religion, Sociology.

One senior literature seminar (all work done in Italian). In special cases, ITL 340 (Theory and Practice of Translation), can be taken instead of the senior literature seminar (department permission required).

One semester of ITL 332 or 333 (Dante). All work must be done in Italian. Students should normally enroll in the first semester (ITL 332) unless there is a scheduling conflict.

The Minor

Advisers: Federica Anichini, Giovanna Bellesia, Anna Botta, Serena Grattarola and Alfonso Procaccini

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Basis: ITL 110d, ITL 220 or ITL 230, or permission of the department.

Required: six semester courses including the following: 231 and 250. Choice of two from two different periods including: 251, 332y, 334, 338, 340, 342, 343, 344, 346, 404. At least one 300 level course must be taken during senior year.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors

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.

†1 Justin Cammy, Ph.D., Assistant Professor of Jewish Studies
Yehudit Heller, M.Ed., Lecturer in Jewish Studies

Five College 40th Anniversary Professor
Ilan Stavans, Ph.D. (Amherst)

Jewish Studies Advisory Committee
Ernest Benz, Associate Professor of History, Director, Fall 2006

The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments 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 semester of study in Israel.

Basis

187 The Jewish Tradition
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. The relationship between Jews as “People of the Book” and lived experience, with a particular focus on dynamics of religious and cultural reinvention. Journey to great centers of Jewish life through the ages, including ancient Israel, medieval Babylon, the Sephardic Golden Age in Spain, Europe during Enlightenment and contemporary America and Israel. Appropriate for any student seeking a survey of major Jewish texts, ideas and historical developments over time. {H/L} 4 credits
Joel Kaminsky, Spring 2007
Justin Cammy, Spring 2008
Offered Spring 2007, Spring 2008

Language

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 2006–07

Additional opportunities for the study of modern Hebrew, Biblical Hebrew and/or Yiddish may be available through special studies at Smith, within the Five-College consortium, or through summer study. Please consult an adviser.

Classical Texts

REL 210 Introduction to the Bible 1
Joel Kaminsky
Offered Fall 2007
REL 211 Wisdom Literature and Other Books from the Writings
Joel Kaminsky
Offered Spring 2007

REL 222 Sages, Strangers and Women: An Introduction to Rabbinic Literature
An exploration of rabbinic culture and texts that shaped Judaism for centuries to come. Rabbinic modes of grappling with Biblical law, and issues of gender and ethnicity, through the lives and thought of key figures, and as expressed in the major genres of rabbinic literature—Mishnah, Tosefta, Midrash, the Babylonian and Jerusalem Talmuds. (H/L) 4 credits

Michal Bar-Asher Siegal
Offered Fall 2006

History and Religious Thought

283 The Spanish Inquisition and Sephardic Jewry
The role that the Holy Office of the Inquisition played in Spain and the Americas persecuting and prosecuting so-called “Judaizers,” from the inception of the institution in 1478 until its demise in 1834. Particular attention to Jewish victims in autos-da-fé in the Iberian Peninsula before and after the Edict of Expulsion in 1492, and in Mexico and Peru in the colonial period, and to the way the institution shaped Sephardic civilization as a whole over the last five hundred years. Topics include “limpieza de sangre” and “honradez,” the testimony of other victims (political dissidents, sexual deviators, etc.), and the multiple echoes of the Inquisition on Jewish and Hispanic life today. Considers historical documents and testimonies, as well as novels, poems, theater and movies. Open to students at all levels. (E) {H/L} 4 credits

Ilan Stavans (Five College 40th Anniversary Professor, Amherst)
Offered Fall 2006

REL 220 Jews and Judaism in the Ancient World
A survey of Jewish religion and society in ancient Palestine and the Diaspora, from late biblical times and the Second Temple in Jerusalem (4th century BCE) to the early rabbinic era (2nd century CE). Jewish interactions with Hellenism and Roman imperial domination through the age of Jewish sectarianism (Pharisees, Sadducees, Essenes), the rise of Christianity, the destruction of the Second Temple, and the beginnings of rabbinic Judaism. Examination of historical narratives and central ideas in major texts from the period—Pseudepigrapha, Apocrypha, Dead Sea Scrolls, Josephus, Philo, New Testament, Gnostic writings and Mishnah—in order to capture the core beliefs and institutions of post-biblical Judaism. (H) 4 credits

Michal Bar-Asher Siegal
Offered Fall 2006

REL 227 Judaism, Feminism, Women’s Spirituality
Lois Dubin
Offered Spring 2007

284/HST 284 The Jews of Eastern Europe
The modern history of the largest Jewish community in the world, from life under the tsars until its extermination in World War II. The interaction between external pressures (anti-Jewish legislation; pogroms; the Bolshevik Revolution) and developments in Jewish social, religious, cultural and political history. Topics include the competition between ecstatic religious movements (Hasidism) and intellectuals of the Jewish enlight-
cresses of the Left involving Communism, Black-Jewish relations and ’60s radicalism; creative betrayals of folklore; and the recent emergence of a new generation of women’s voices. Is Jewish-American writing part of the literary mainstream, the cultural margins or both? Novels, short stories, poetry, essays and memoirs by recipients of the Nobel and Pulitzer prizes, the National Book Award and many others. {H/L} 4 credits
   Justin D. Cammy
   Offered Spring 2008

   CLT 214 Literary Anti-Semitism
   Jocelyne Kolb
   Offered Spring 2007

   GER 351 Isn’t It Ironic? Harry/Heinrich/Henri Heine
   Jocelyne Kolb
   Offered Fall 2006

   SPN 246 Life Stories by Latin-American Jewish Writers
   Silvia Berger
   Offered Spring 2007

Israel Studies

   275 Israeli Literature in International Context
   Israel is portrayed in literature as a holy land, a promised land, a contested land. What role have writers played in imagining, then challenging and refreshing Zionist dreams and Israeli realities? Topics include utopian and dystopian fictions; tensions between the universalizing benefits of exile and the appeal of homeland; the negation of the rootless talush (dangling man) through the characterization of the self-confident sabra (native born Israeli); landscape (the desert, the kibbutz, cosmopolitan Tel Aviv, Jerusalem) and the romantic influence of territory on collective imagination; the exotic “Other”; post-Zionist ennui; and portrayals of the national conflict between Arab and Jew. Hebrew novels, short stories, memoirs, poetry, song, and film from the late 19th century up to today (all in translation), with precursor and counter-texts from Europe, America and the Palestinian community. Open to students at all levels interested in understanding the ways literature defines and interprets identity in the modern Middle East. {L/H} 4 credits
   Justin Cammy
   Offered Fall 2007

   60V 248 The Arab–Israel Dispute
   Donna Divine
   Offered Spring 2008

   60V 323 Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
   Donna Divine
   Offered Spring 2008

Special Studies

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

The Minor

Advisers: Ernest Benz, Silvia Berger, Darcy Buerkle, Justin Cammy, Lois Dubin, Joel Kaminsky, Ellen Kaplan, Jocelyne Kolb

Students contemplating a minor in Jewish Studies should see an adviser as early as possible to develop a minor course program.

Requirements:
A total of five courses:
1. JUD 187 the basis of the minor;
2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, Classical Texts, History and Religious Thought, Literature and the Arts and Israel Studies). Normally, a student electing to minor in Jewish studies will take at least three courses toward the minor at Smith. The year-long JUD 100y counts as one course toward the minor. A full list of the courses approved for the minor is available on the program Web site at www.smith.edu/jud.

Study Away

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away, Justin Cammy. A list of approved international programs is available on the Program Web site.
Landscape Studies

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

Ann Leone, Professor of French Studies, Director
Nina Antonetti, Assistant Professor in Landscape Studies
Jeffrey Blankenship, Lecturer in Landscape Studies

Associated Faculty
Carl John Burk, Professor of Biological Sciences
Dean Flower, Professor of English Language and Literature
Andrew Guswa, Assistant Professor of Engineering

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 2007

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. (E) {H/S/A} 4 credits
Nina Antonetti
Offered Fall 2006

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 and consider how a dysfunctional space might be transformed into a socialized landscape. This colloquium 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 2007

LSS 210 Suburbia: The Middle Landscape
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 cul-
ture, 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. Prerequisite: LSS 105 or permission of the instructor. Enrollment limited to 20. (E) {H/S/A} 4 credits

Nina Antonetti
Offered Spring 2007

Cross Listed Courses

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in the architectural design process as a mode of discovery and investigation. Design does not require innate spontaneous talent. Design is a process of discovery based on personal experience, the joy of exploration and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated, and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. (A) 4 credits
Kirin Maaker
Offered Fall 2006

ARS 285 Introduction to Architecture: Language and Craft
The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in graphite, pen, watercolor and other media. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one art history course at the 100 level. Enrollment limited to 12. (A) 4 credits
Kirin Maaker
Offered Spring 2007

LSS 250/ARS 281 Studio: Landscape and Narrative
This hands-on studio will ask students to consider the landscape a location of evolving cultural and ecological patterns, processes and histories. Beginning with readings and discussions, students will work through a series of projects (research, interpretive, documentary, as well as proposal-based), that encourage an engagement with the landscape, prodding us to critically consider the environment as a socially and culturally constructed space/place as well as a manageable resource. We will work in a variety of media including drawing, writing, photography, and digital image manipulation. Prerequisites: two LSS courses or an equivalent accepted by the program or permission of the instructor. Enrollment limited to 12. (E) {A/S} 4 credits
Jeffrey Blankenship
Offered Fall 2006

LSS 255 Studio: Art and Ecology
Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of placemaking. This studio will emphasize the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students will design a series of projects that explore the potential for melding art and ecology. The course is limited to 12 students. Prerequisite: two LSS courses or an equivalent accepted by the program or permission of the instructor. LSS 255 can substitute for ARS 285 in the studio art major. Enrollment limited to 12. (E) {A} 4 credits
Jeffrey Blankenship
Offered Spring 2007

LSS 300 Rethinking Landscape
This upper-level course 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. Prerequisite: LSS 100, LSS 105, LSS 200, LSS 210 or permission of the instructor. {H/S/A} 4 credits
Nina Antonetti
Offered Spring 2007

LSS 250 Rethinking Landscape
This upper-level course 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. 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 2007
EGR 101 Structure 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 2006

ENG 120 Colloquia in Literature: Reading the Landscape
A study of the ways in which literature—mainly essays, poems and narrative—has been used to understand and value the landscape. Attention to issues of landscape design, ecology, “wilderness,” farming and intervention. Emphasis on how writers design and shape, rather than merely react to, their natural environments. Discussion of such figures as Henry David Thoreau, Rachel Carson, Wendell Berry, Mary Oliver, Robert Frost, Mary Austin, Ann Zwinger and Barry Lopez. Writing about landscapes and at least one field trip will be part of the experience. [L] WI 4 credits
Dean Flower
Offered Fall 2006

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 non-literary angles, and the discovery of how landscape works in texts in transforming and surprising ways. [L] WI 4 credits
Ann Leone (French Studies)
Offered Fall 2006

227 Topics in German Studies
Topic: Fantasies of the New World: German Visions of America in Landscape, Painting and Film. To what extent is what we see when we look at American landscapes—from public parks and private gardens to the wilderness—a product of the German visual imagination? This course will examine a series of encounters with nature and their transformation into the landscape of literature, painting, photography and film. We will begin with Humboldt’s journey to the Americas at the beginning of the 19th century. The origins of U.S. planning and landscape architecture will be the next theme, and the influences from Germany (at times by way of, at times in competition with, British sources). Also prominent for the 19th century’s view of landscape are the Hudson River School and images of North Americans and the American West. The course will conclude with the 20th century’s view of landscape in modern art, photography and contemporary film. Works by, for example, filmmakers Werner Herzog, Rainer Simon, Jean-Marie Straub and Danièle Huillet, Wim Wenders; authors Karl May and Liselotte Welskopf-Henrich, Friedrich Hölderlin, Heinrich Heine, Goethe, Schiller and the German Romantics; paintings by Bierstadt, Cole, Church, Catlin, Remington and 20th-century successors. Conducted in English. [L/A/H] 4 credits
Barton Byg (Five College 40th Anniversary Professor, UMass)
Offered Spring 2007

The Minor in Landscape Studies

Adviser: Ann Leone

Graduate Advisers: Nina Antonetti, Jeffrey Blankenship

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) or BIO 204 and 205 (horticulture + 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 related courses, in consultation with the minor adviser. We encourage you to concentrate these three courses in one of the following areas:

— 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
Latin American and Latino/a Studies

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
1 Ginetta Candelario, Associate Professor of Sociology and of Latin American and Latino/a Studies
2 Velma García, Associate Professor of Government, Director (Spring)
Maria Estela Harretche, Associate Professor of Spanish and Portuguese
Marguerite Itamar Harrison, Assistant Professor of Spanish and Portuguese
Michelle Joffroy, Associate Professor of Spanish and Portuguese
Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American and Latino/a Studies
1 Dana Leibsohn, Associate Professor of Art
Maria Helena Rueda, Assistant Professor of Spanish and Portuguese
2 Nola Reinhardt, Professor of Economics
1, 2 Nancy Saporta Sternbach, Professor of Spanish and Portuguese
2 Ann Zulawski, Professor of History and of Latin American and Latino/a Studies

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 colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Basis for LALS major. [H] 4 credits
Ann Zulawski
Offered 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 2007

LAS 301 Seminar: Topics in Latin America and Latino/a Studies
Topic: Latin America in Motion. This course will discuss the search for justice and the counter-hegemonic struggles that are changing our view of Latin America. We will focus primarily on the actions and writings of the Zapatistas, in Chiapas, Mexico, as a case study in which many preoccupations converge: the economic, the political, indigenous rights, women’s rights and writing that is literary and political. As a social and as a discursive event, Zapatismo has been studied by scholars in a broad array of disciplines; we will read some of their articles, and complement this with films. In addition, we may review other forms of resistance and creative social intervention in, for example, Argentina, Brazil or Bolivia. Involved is the search for breaking the limited conceptions of “democracy” that condemn populations to invisibility, their cultural memory to
oblivion, and their needs and knowledge to subaltern status. Students will write a research paper, with a disciplinary or interdisciplinary emphasis of their choice, on Zapatismo. The course is conducted by two faculty members: one in the social sciences (Margaret Cerullo, HC) and one in the humanities (Marina Kaplan, SC). Students can write their papers in Spanish or English, readings are in English, some available in Spanish. The course is recommended for juniors and seniors with two courses of appropriate background and with permission of the instructors. 4 credits

Marina Kaplan and Margaret Cerullo (Hampshire)
Offered Spring 2007

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.


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 2006—07

Anthropology

237 Native South Americans
Offered Spring 2008

Art

260 Art Historical Studies
Topic: Current Issues in Latin American Art
Not offered in 2006—07

Economics

211 Economic Development
Offered Fall 2006

213 The World Food Systems
Offered Spring 2007

Government

226 Latin American Political Systems
Offered 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 2007

History

101 Introduction to Historical Inquiry  
  Topic: Latin America and the United States  
  Offered Spring 2007

260 Colonial Latin America, 1492–1825  
  Offered Fall 2006, Fall 2007

261 National Latin America, 1821 to the Present  
  Offered Spring 2007

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

214 Sociology of Hispanic Caribbean Communities in the United States  
  Offered Fall 2007

314 Seminar in Latina/o Identity: Latina/o Racial Identities in the United States  
  Offered Spring 2007

Spanish and Portuguese

POR 220 Topics in Portuguese and Brazilian Literature and Culture  
  Topic: Contemporary Cityscapes: Mapping Brazilian Culture Onto an Urban Grid  
  Not offered during 2006–07

POR 221 Topics in Portuguese and Brazilian Literature and Culture  
  Topic: Shifting Landscapes in Brazilian Film  
  Offered Spring 2007

POR 280 Portuguese and Brazilian Voices in Translation  
  Topic: Literature on the Margins of Modernity  
  Offered Spring 2007

SPN 230 Topics in Latin American and Peninsular Literature  
  Topic: Representations of Violence in Latin American Literature  
  Offered Fall 2006

SPN 230 Topics in Latin American and Peninsular Literature  
  Topic: Transatlantic Search for Identity  
  Offered Fall 2006

SPN 230 Topics in Latin American and Peninsular Literature  
  Topic: From Euphoria to Disenchantment: The Return to Democracy on Stage  
  Offered Spring 2007

SPN 245 Topics in Latin American and Peninsular Studies  
  Topic: Latin American Film as Visual Narrative  
  Offered Fall 2006

SPN 246 Topics in Latin American Literature  
  Topic: Negotiating the Borderlands: Text, Film, Music  
  Offered Spring 2007

SPN 246 Topics in Latin American Literature  
  Topic: Life Stories by Latin American Jewish Writers  
  Offered Spring 2007

SPN 260 Survey of Latin American Literature I  
  Offered Fall 2006

SPN 261 Survey of Latin American Literature II  
  Offered Spring 2007

SPN 371 Latin American Literature in a Regional Context  
  Topic: Central America: Texts, Films, Music  
  Offered Fall 2006

SPN 373 Literary Movements in Spanish America  
  Topic: Literature, Film and the Transnational Imagination in Latin America  
  Offered Spring 2007

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
Minor in Latino/a Studies

Requirements: six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history or literature; and three classes in Latino/a studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314 or any other course in LALS, SPN, etc. dealing with Latino/a studies. At least one of the six courses must be at the 300-level. Students may count one course in Latino/a studies from another Five College institution towards the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: 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 404.
Linguistics

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

**Jill de Villiers, Professor of Philosophy and Psychology, Director

Advisers
Giovanna Bellesia, Professor of Italian Language and Literature
Nalini Bhushan, Associate Professor of Philosophy
Joon-suk Chung, Lecturer in East Asian Languages and Literatures
Craig Davis, Professor of English Language and Literature

**Peter de Villiers, Professor of Psychology
Jay Garfield, Professor of Philosophy
Maki Hubbard, Associate Professor of East Asian Languages and Literatures
**Lucy Mule, Assistant Professor of Education and Child Study
**Joseph O’Rourke, Professor of Computer Science
Thalia Pandiri, Professor of Classical Languages and Literatures and Comparative Literature
**Douglas Patey, Professor of English Language and Literature

The Linguistics Minor

Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a Language, or Philosophy, Education, Logic, Psychology, Computer Science or Anthropology. An alternative minor in Linguistics and Philosophy of Language is listed under Philosophy.

Requirements: Six courses in linguistics and related fields.

1. Basis: Phi 236 (Linguistics Structures) (or its equivalent at the five-colleges e.g., LING 201 at U.Mass.)
2. Four linguistics-related courses (see list below). One yearlong college course in a foreign language may substitute for one of these four.
3. A seminar (or other advanced work) to be agreed on with the adviser.

Note: the Five Colleges are rich in linguistics offerings. For more offerings, consult the Five-College Catalogue and your adviser.

Courses

Related courses at Smith (Note: some may have prerequisites). Possible seminars are in boldface.

Comparative Literature
CLT 220 Imagining Language

Computer Science
CSC 104 Issues in Artificial Intelligence
CSC 290 Introduction to Artificial Intelligence

East Asian Languages and Literatures
EAL 240 Japanese Language and Culture
EAL 360 Seminar: Topics in East Asian Languages and Literatures
Education
EDC 210 Literacy in Cross-Cultural Perspective
EDC 249 Children Who Cannot Hear
EDC 338 Children Learning To Read
EDC 567 English Language Acquisition and Deafness

English
ENG 118 Colloquium: The Politics of Language
ENG 170 The English Language
ENG 207 The Technology of Reading and Writing
ENG 210 Old English
ENG 211 Beowulf
ENG 214 Medieval Welsh
ENG 217 Old Norse
ENG 218 Norse Poetry and Prose

Italian
ITL 340 Theory and Practice of Translation

Logic
LOG 100 Valid and Invalid Reasoning: What Follows from What?
LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

Philosophy
PHI 262 Meaning and Truth
PHI 260 Hermeneutics
PHI 202 Symbolic Logic
PHI 203 Topics in Symbolic Logic
PHI 220 Incompleteness and Inconsistency
PHI 220 Logic and the Undecidable
PHI 333 Topics in Advanced Logic
PHI 334 Seminar: Mind (when topic fits)
PHI 362 Seminar: Philosophy of Language

Psychology
PSY150 Methods in Psychology: Language
PSY/PHI 213 Language Acquisition
PSY 313 Seminar in Psycholinguistics

Spanish and Portuguese
SPN 481 The Teaching of Spanish
In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

100 Valid and Invalid Reasoning: What Follows from What?
Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. (M) WI 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2006

101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. (M) 4 credits
Albert G. Mosley
Offered Spring 2007

PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Among the most important and philosophically intriguing results in Twentieth 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
Jay Garfield
Offered Spring 2007

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
L. David Smith, Associate Professor of Biological Sciences, Co-Director
C. John Burk, Professor of Biological Sciences

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
- Three elective courses from the following areas, only two of which may be counted in a major:

Biological Sciences
- 110 Conservation Biology Colloquium
- 242/243 Invertebrate Zoology and required Concurrent Laboratory 243
- 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 Paleoecology
- 232 Sedimentology
- 270j Carbonate Systems and Coral Reefs of the Bahamas
- 311 Environmental Geophysics

Social Sciences
- ECO 224 Environmental Economics
- GOV 254 Politics of the Global Environment
- GOV 306 Politics and the Environment
- GOV 404 Special Studies

Five College Course Possibilities
Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):
- Biology 524s: Coastal Plant Ecology
- Geology 591f: Marine Micropaleontology
- Geography 392As: Coastal Resource Policy
- WF Conser. 261: Fisheries Conservation and Management

Off-Campus Course Possibilities
Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:
Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies and Shoals Marine Laboratory.
Mathematics and Statistics

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

**Professors**
Marjorie Lee Senechal, Ph.D.
James Joseph Callahan, Ph.D.
Michael O. Albertson, Ph.D.
“**1, 2** David Warren Cohen, Ph.D.
James M. Henle, Ph.D.
Joseph O'Rourke, Ph.D. (Computer Science)
“**1** Katherine Taylor Halvorsen, D.Sc.
Ruth Haas, Ph.D., *Chair*
Ileana Streinu, Ph.D. (Computer Science)
Pau Atela, Ph.D.

**Associate Professors**
“**1, 2** Patricia L. Sipe, Ph.D.
“**1** Christophe Golé, Ph.D.

**Assistant Professors**
†1 Leanne Robertson, Ph.D.
†2 Nicholas Horton, D.Sc.

**Visiting Assistant Professors**
Christopher Hardin, M.S.
Sarah-Marie Belcastro, Ph.D.
Susan Coré Bianchi

**Senior Lecturer**
“**1** Mary Murphy, M.A.T.

**Lecturer**
Peter C. Rosnick, Ed.D.

A student with three or four years of high school mathematics (the final year may be called analysis, precalculus, trigonometry or functions), but no calculus, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in Calculus: Differential Equations 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 mathematics, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus.

Discovering Mathematics (105), and Statistical Thinking (107) are intended for students not expecting to major in mathematics.

A student who has a score of 4 or 5 on the AB Calculus Examination is granted 4 Advanced Placement credits. A student with a 4 or 5 on the BC examination is granted 8 credits. [AP credits can be used to meet degree requirements only under circumstances specified by the college]. A student who receives credit for MTH 111 may not apply any AP Calculus credits toward her degree. A student with 8 AP Calculus credits may apply only four of them if she also receives credit for MTH 114. A student who has a score of 4 or 5 on the AP Statistics examination receives 4 AP credits. She may not use them toward her degree requirements if she also receives credit for MTH 107, 190 or 245.

Students who are considering a major or minor in mathematics or a minor in statistics should talk with members of the department.


101/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 carry a Latin Honors \{M\} designation. 4 credits

Thomas Schicker
Offered Fall 2006, Spring 2007

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

James Henle
Offered Fall 2006, Fall 2007

103/QSK 103 Math Skills Studio
In this course, students will focus on graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course-work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not carry a Latin Honors \{M\} designation. (E) 2 credits

Thomas Schicker
Offered Interterm 2006–07

105 Discovering Mathematics
Topic pending approval of the Committee on Academic Priorities.

Topic: Dimensionality: Students will explore the differences and samenesses between worlds of different dimensions, with a focus on two-dimensional, three-dimensional and four-dimensional worlds. Our principal texts will be fictional accounts of life in such worlds which raise interesting mathematical questions about their structure. Students will learn to think like mathematicians by reasoning by analogy and asking new questions as well as generalizing some questions to more (and more) dimensions. \{M\} 4 credits

Sarah-Marie Belcastro
Offered Spring 2007, Spring 2008

107 Statistical Thinking
An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra.

\{M\} 4 credits

To be announced
Offered Fall 2006, Fall 2007

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. Students may not receive credit for both 114 and 112. Prerequisite: MTH 111 or the equivalent. \{M\} 4 credits

Members of the department
Offered both semesters each year

114 Calculus: Differential Equations and Power Series
Differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. Power series, sequences and convergence. 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,
Mathematics and Statistics

recursion, counting and combinatorics. (M) 4 credits

Members of the department

Offered both semesters each year

MTH 190/PSY 190 Statistical Methods for Undergraduate Research
An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS statistical software for data analysis. This course satisfies the Basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the Basis requirement. Students will not be given credit for both MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 245 or SOC 201. (M) 4 credits

Nicholas Horton, Katherine Halvorsen, David Palmer, Philip Peake

Offered both semesters each year

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: CSC111 and MTH 112 or MTH 114 or permission of the instructor. (M) 4 credits

Pau Atela

Offered Spring 2007, Spring 2008

211 Linear Algebra
Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Students may not receive credit for both MTH 211 and MTH 221. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. (M) 4 credits

Members of the department

Offered both semesters each year

212 Calculus III
Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green’s Theorem. Prerequisites: MTH 112 or MTH 114. It is suggested that MTH 211 be taken before or concurrently with MTH 212. (M) 4 credits

Christopher Hardin, Fall 2006

James Henle, Spring 2007

Offered both semesters each year

217 Mathematical Structures
The logic, language and methods of proof. Topics include sets, relations and functions, and proofs in the contexts of introductory analysis and algebra. Prerequisites: LOG 100, PHI 121, or a 200-level mathematics course, or permission of the instructor. (MTH 153 is recommended). (M) 4 credits

Offered during 2007–08

221 Infinite Dimensional Linear Algebra
Cardinality, finite and infinite dimensional vector spaces, transformations, eigenspaces. Selected topics in discrete dynamical systems may also be included. This course is an advanced version of MTH 211 and is open to selected students by permission of the instructor. Additional Prerequisite: Normally, one year of college calculus or the equivalent will be required, but other mathematical preparation may be considered acceptable by the instructor. Students may not receive credit for both MTH 211 and MTH 221. Enrollment limited to 20 students. (E) (M) WI 4 credits

David Cohen

Offered Fall 2006

222 Differential Equations
Theory and applications of ordinary differential equations. Prerequisites: MTH 211 and MTH 212; MTH 212 may be taken concurrently. (M) 4 credits

Patricia Sipe

Offered Fall 2006

225 Advanced Calculus
Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. (M) 4 credits

To be announced

Offered Spring 2007, Spring 2008
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. {M} 4 credits
Pau Atela
Offered 2007–08

223 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, MTH 153 and and MTH 211, or permission of the instructor. {M} 4 credits
Ruth Haas
Offered Spring 2007, Spring 2008

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
To be announced
Offered Fall 2006, Fall 2007

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: MTH 112 (or MTH 114), PHY 210 (may be taken concurrently), CSC 111 (may be taken concurrently). Enrollment limited to 25. (E) {M} 4 credits
Nicholas Horton
Offered Fall 2006, Spring 2007

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 2006, Fall 2007

245 Introduction to Probability and Statistics
An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data and a laboratory section is offered for biological sciences majors. Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. MTH 245 also satisfies the basis requirement for Psychology. 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, Virginia Hayssen (Biological Sciences), David Palmer (Psychology)
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 (may be taken concurrently), or permission of the instructor. {M} 4 credits
Ruth Haas
Offered Fall 2006, Fall 2007

247 Statistics: Introduction to Regression Analysis
The analysis of data using linear models. Applications of least squares theory including regression and analysis of variance. Prerequisites: one of the following: MTH 107, MTH 190, MTH 241, MTH 245, ECO 190, SSC 190, PSY 190 or a score of 4 or 5 on the AP Statistics examination. {M} 4 credits
Katherine Halvorsen
Offered Fall 2006
254 Combinatorics
Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes, Hadamard matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. [M] 4 credits
Michael Albertson
Offered Spring 2007

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
To be announced
Offered 2007–08

MTH 290/PSY 290 Research Design and Analysis
A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY 190/MTH 190, PSY 192, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Students may not receive credit for both MTH 248 and MTH 290/PSY 290. Enrollment limited to 20. [M] 4 credits
David Palmer (Psychology)
Offered Fall 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
Offered 2007–08

333 Topics in Abstract Algebra
Topic: Cryptography. This course is an introduction to modern cryptography and its underlying mathematics. Topics include classical cryptosystems, public and private key cryptosystems, primality testing, factoring algorithms, the discrete logarithm problem, hash functions and digital signatures. The mathematical structures introduced include finite fields and elliptic curves. Prerequisites: MTH 233 or MTH 238. [M] 4 credits
To be announced
Offered Spring 2007

342 Topics in Topology and Geometry
Topic: Discrete Geometry. Convex Sets, convex polytopes. Voronoi diagrams, hyperplane arrangements, intersection patterns and transversals, packing and covering; Arrangements of points and lines, repeated and distinct distances; Crossing numbers. Prerequisites: MTH 233 or MTH 225 and 243 or permission of the instructor. [M] 4 credits
Michael Albertson
Offered Fall 2006

343 Topics in Mathematical Analysis
Topic: Basic Concepts in Functional Analysis. Includes Banach spaces, linear operators and Hilbert spaces. Background material to be covered includes the Axiom of Choice and equivalents, topologies, metric spaces and normed spaces. Prerequisite: MTH 243 or permission of the instructor. [M] 4 credits
To be announced
Offered Spring 2007

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
Nick Horton
Offered Spring 2007

364 Advanced Topics in Continuous Applied Mathematics
Topic: Phyllotaxis. Pine cones, artichokes, cauliflowers, pineapples, asparagus, sunflowers, etc. 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 plant spirals in plants (see www.math.smith.edu/phyillo). Prerequisites: MTH 211 and MTH 212 or permission of the instructor. (M) 4 credits

Pau Atela
Offered Fall 2006

399 Mathematical Intelligencer Workshop
Topic: The Mathematical Tourist. The students will read and discuss articles that have appeared in The Mathematical Intelligencer’s “Mathematical Tourist” column over the years, and will research and write an article for the column about an appropriate site in the U.S. The course will also include a public speaking experience. (E) (M) 2 credits

Marjorie Senechal
Offered Spring 2007

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

The Major

Advisers: Michael Albertson, Pau Atela, James Callahan, David Cohen, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Nicholas Horton, Leanne Robertson, Patricia Sipe

Advisers for Study Abroad: Christophe Golé (Fall 2006) and James Callahan (Spring 2007)

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 290.

Majors are required to take at least one advanced course. This is the depth requirement. An advanced course is a mathematics course at Smith numbered between 310 and 390. 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 mathematics major. At most 8 of these credits can be at the 100 level. With the approval of the department, up to 8 of the 40 credits may be satisfied by courses taken outside the Mathematics and Statistics Department. Courses taken outside the department must contain substantial mathematical or statistical content at a level more advanced than MTH 211 and MTH 212 or MTH 245. Generally, such a 4-credit course will be given 2 credits toward the mathematics major. Note that courses that are cross-listed with mathematics and another department (CSC 250, PHI 202, PHI 203, PHI 220 and PHY 211) are counted as mathematics courses and given full credit toward the mathematics major. The following courses meet the criteria for 2 credits toward the mathematics major. A student may petition the department if she wishes credit for courses not on this list. AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, ECO 240, ECO 255, PHY 214, PHY 220, PHY 222, PHY 322 and PHY 340. A student taking LOG 100 may earn 2 credits toward the mathematics major, providing she doesn’t take PHI 202. LOG 100 does not count against the limit of 8 credits at the 100-level.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.
The Minor

The minor in mathematics consists of 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above or by other courses approved by the department.

Applied Mathematics Minor

Discrete Mathematics Minor

Algebra-Analysis-Geometry Minor

Mathematical Statistics Minor
212, 246, 247, 248, 346.

The Minor in Applied Statistics
Information on the Interdepartmental Minor in Applied Statistics can be found on the Statistics page of this catalogue.

Honors

Director: Patricia Sipe (Fall 2006) and Michael Albertson (Spring 2007)

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.

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 Graduate Special Studies
4 credits
Offered both semesters each year
Medieval Studies

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

Advisers and Members of the Medieval Studies Council
†1 John Connolly, Professor of Philosophy
Craig R. Davis, Professor of English Language and Literature
Eglal Doss-Quinby, Professor of French Studies, Director
Alfonso Procaccini, Professor of Italian Language and Literature
Joachim Stieber, Professor of History

*2 Nancy Mason Bradbury, Professor of English Language and Literature
**2 Brigitte Buettnner, Professor of Art
†2 Vera Shevzov, Associate Professor of Religion
†2 Federica Anichini, Assistant Professor of Italian Language and Literature
Suleiman Ali Mourad, Assistant Professor of Religion
Ibtissam Boutachrine, Assistant Professor of Spanish and Portuguese
Sean Gilsdorf, Lecturer in History

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis:
Two semester courses in different departments, chosen from among the following: ENG 200; FRN 253; HST 224 or 225; ITL 250; SPN 250. If LAT 100d is taken, four credits may be counted toward the basis.

Latin Requirement:
All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses:
A total of 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
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 2006–07 are as follows:

**Art**
- 220 Art Historical Studies: Community and Contemplation
- 232 Romanesque Art
- 321 Studies in Medieval Art: Monsters and Marvels

**English**
- 120 Icelandic Saga
- 210 Old English
- 250 Chaucer
- 283 Victorian Medievalism

**French**
- 253 Medieval and Renaissance France
- 320 Topics in Medieval and Renaissance Literature: Women Writers of the Middle Ages

**German**
None listed for 2006–07

**History**
- 225 The Making of the Medieval World, 800–1350
- 227 Aspects of Medieval European History
  - *Topic: Making Medieval England 800–1400*
- 230 Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
- 232 Aspects of Late Medieval and Early Modern Europe:
  - *Topic: Lordsip and Community in Europe and 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)*

**Italian**
- 332 Dante's *Divina Commedia*—*Inferno*
- 333 Dante's *Divina Commedia*—*Purgatorio* and *Paradiso*

**Latin**
- 213 Virgil, *Aeneid*

**Music**
- 200 Topics in the History of Music.
  - *Topic for 2006: Western Music Seen and Heard: Music Notation and Musical Style on Europe c. 800–1600*

**Philosophy**
- 124 History of Ancient and Medieval Philosophy

**Religion**
- 245 The Islamic Tradition
Spanish and Portuguese

250  Survey of Iberian Literatures and Society I
   
   Topic: Sex and the Medieval City

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**
*1 Peter Anthony Bloom, Ph.D.
*1 Donald Franklin Wheelock, M.Mus.
Richard Jonathan Sherr, Ph.D.
*2 Monica Jakuc, M.S.
*1 Ruth Ames Solie, Ph.D., Chair
Karen Smith Emerson, M.M.
*1 Jane Bryden, M.M.

**Associate Professors**
*2 Raphael Atlas, Ph.D.
*2 Margaret Sarkissian, Ph.D.
Joel Pitchon, M.M.

**Assistant Professors**
Steve Waksman, Ph.D.
Judith Gordon, B.Mus.

**Senior Lecturers**
Grant Russell Moss, D.M.A.
*2 Jonathan Hirsh, D.M.A., Director of Orchestral and Choral Activities

**Lecturer and Choral Director**
Deanna Joseph

**Lecturers**
Ron Gorevic
Daniel Warner
Akiva Cahn-Lippman

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)*

*Ruth Solie,* Fall 2006
*Raphael Atlas,* Spring 2007
**Offered both semesters each year**

*The Art of Listening*
An introduction to music for audience members, dealing primarily with the standard classical repertory. 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 2007**

*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 depar-
Choral Music
An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. {A}
Deanna Joseph
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 Spring 2007

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 45. {H/A} 4 credits
Steve Waksman
Offered Spring 2007

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, Raphael Atlas
Offered Fall 2006

111 Analysis and Repertory
A continuation of 110. Prerequisite: 110 or permission of the instructor. {A} 4 credits
Donald Wheelock
Offered Spring 2007

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: Western Music, Seen and Heard: The Development of Music Notation in Europe c. 800–1600
The history of musical notation within the context of the history of music in Western Europe from the Middle Ages to the baroque. What are the origins of Western music notation? How did notation interact with memory and the process of composition and performance? What does notation tell us about the music and musicians of the past? How does it reflect changes in musical style over time? What is the effect of the purely visual in music notation? Listening, reading, and some transcription of representative works. Open to all students (including first years) who have previous musical experience or who have obtained permission of the instructor. {A/H} 4 credits
Richard Sherr
Offered Fall 2006
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
Peter Bloom
Offered Spring 2007

205 Topics in Popular Music

Topic: Musical Circuits: Popular Music and Technology
From the design and crafting of musical instruments to the invention of new ways for storing and reproducing sound, the development of new technologies has played a pivotal role in the history of popular music. This course will explore the ongoing and ever-changing interrelationship between music and technology. Topics to be explored include the history of musical instruments such as the piano and the guitar, the development of technologies for amplifying music (such as the microphone and electric guitar), the rise of radio and recording as dominant ways of listening to music, and the effects of digital technologies and computers upon contemporary music making and music consumption. Course limited to 20 students. Prerequisites: MUS 105 or permission of the instructor. {H/S/A} 4 credits
Steve Waksman
Offered Fall 2006

Topic: Ethnicity, Race and Popular Song in the United States from Stephen Foster to Elvis Presley
From the early 19th century Irish Melodies of Thomas Moore to contemporary hip hop, popular vocal music in the United States has been tied to processes of ethnic and racial formation. This course will examine how some ethnic and racial minorities in America (African, Jewish, Chinese, Latino) were portrayed through the medium of commercially published popular song in the period c. 1850–1950. Questions of historical and cultural context will be considered but the emphasis will be on the relationship (or non-relationship) between music and text. Readings in history, sociology and cultural studies as well as music history. Listening, viewing videos and consultation of on-line resources. A reading knowledge of music is not required. {A/H} 4 credits
Richard Sherr
Offered Spring 2007

211 Tonal Counterpoint
Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111 or permission of the instructor. Offered in alternate years. {A} 4 credits
Raphael Atlas
Offered Spring 2007

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 2006

220 Topics in World Music

An introduction to the music of Indonesia (primarily Java and Bali), with special attention to bronze percussion ensembles (gamelan) and their use in ritual, dance and drama. Interdisciplinary readings will place music in its sociocultural context, (both traditional and contemporary) while musical practice will be explored through instruction on gamelan instruments. There are no prerequisites for this class. {A} 4 credits
Margaret Sarkissian
Offered Spring 2007

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 Spring 2007

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

ANT 258 Performing Culture
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 concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (Music 100), or 110 and either Music 200 or 201.
Music

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** Viol da Gamba
- **J** Flute
- **K** Recorder
- **L** Oboe
- **M** Clarinet
- **N** Bassoon
- **O** French Horn
- **P** Trumpet
- **Q** Trombone
- **R** Tuba
- **S** Percussion
- **T** Guitar
- **U** Lute
- **V** Harp
- **W** Other Instruments
- **X** Jazz Piano
- **Y** Jazz Voice
- **Z** Other Jazz Instruments

**Piano.** Judith Gordon, Monica Jakuc
**Organ.** Prerequisite: piano 914y or the equivalent. Grant Moss
**Harpischord.** Prerequisite: piano 914y or permission of the instructor. Grant Moss
**Voice.** Karen Smith Emerson, Jane Bryden
**Viola.** Ron Gorevic
**Violoncello.** Akiva Cahn-Lippman
**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

**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.

*Darsono 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 jazz training.

*Director to be announced*

**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.

*Deanna Joseph, Director*

**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 2007

**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 ex-
tensive 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 (Fall 2006); Peter Bloom (Spring 2007).

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: Richard Sherr

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

**Neuroscience Committee**
Margaret E. Anderson, Professor of Biological Sciences, *Director*
Mary Harrington, Professor of Psychology
Virginia Hayssen, Professor of Biological Sciences
Richard Olivo, Professor of Biological Sciences
Stylianos Scordilis, Professor of Biological Sciences
David Bickar, Associate Professor of Chemistry

*1 Stefan Bodnarenko, Associate Professor of Psychology
*2 Michael Barresi, Assistant Professor of Biological Sciences
†2 Adam C. Hall, Assistant Professor of Biological Sciences
Susan Voss, Assistant Professor of Engineering
†1 Maryjane Wraga, Associate Professor of Psychology
Beth Powell, Lecturer in Psychology

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**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
*Adam Hall,* Fall 2006
*Mary Harrington,* Spring 2007
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)* Not offered in fall 2006. 5 credits
*Stefan Bodnarenko*
Offered Fall 2007

**312 Seminar in Neuroscience**
Biological Rhythms. Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230 and permission of the instructor. Enrollment limited to 12. *(N)* 4 credits
*Mary Harrington*
Offered Fall 2006

**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

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**The Major**

**Core courses:** PSY 221, BIO 111, CHM 111 or 118, 222, 223, PSY 210, NSC 230, either BIO 230/231 or BIO 256/257, and two laboratory courses from the following: BIO 325/326, BIO 330/331, BIO 346/347, NSC 311.

**Two electives:**
Select one from BIO 230, 234, 256, 352, 353, 346, EGR 380, PSY 218, 219, 222.

Select one from NSC 312, 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), BCH 380, PSY 320.

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. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors. BIO 230 (Cell Biology), 256 (Animal Physiology), or
346 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 2006, Spring 2007

**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, bioelectricity, communication and cellular energetics. Students may not elect to take both BIO 230 and 236. This course is a prerequisite for Biochemistry I. Prerequisites: BIO 111, CHM 222. Laboratory (231) is optional. (N) 4 credits
Stylianos Scordilis
Offered Fall 2006

**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 2006

**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 Fall 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 2006

**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 2006

**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. (N) 4 credits
Adam C. Hall
Offered Spring 2007

**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 (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 2007

**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 2007

**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 2006

**BIO 347 Developmental Biology Laboratory**
Students will design and carry out their own experiments focused on neural ad muscle development using zebrafish as a model system. Techniques covered will be embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate Developmental Biology conference with participating local Colleges and Universities. Lecture 346 must be taken concurrently. Enrollment limited to 12. (N) 1 credit

*Michael Barresi*
Offered Fall 2006

**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 Methods in Animal Behavior**
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) 3 credits

*Virginia Hayssen*
Offered Fall 2007

**BCH 380 Topics in Biochemistry**
*Topic: Biochemical Bases of Neurological Disorders.* Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of neurological disorders. This seminar will explore how protein misfolding relates to a number of neuronal diseases including spongiform encephalopathies (e.g. ‘mad cow’), Lou Gehrig’s, Alzheimer’s and Parkinson’s. Prerequisite: Cell Biology, BIO 230. Enrollment limited to 12. (N) 3 credits

*Adam Hall*
Offered Fall 2006
EGR 380 Neuroengineering
See course description in Engineering section of this bulletin. 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
To be arranged

PSY 210 Introduction to Neuroscience
An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. The material is presented at a level accessible for science as well as nonscience majors. This course has no prerequisites. [N] 4 credits
Stefan Bodnarenko
Offered 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
Michael Stroud
Offered Fall 2006

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 111 or PSY 210 or permission of the instructor. [N] 4 credits
Mary Harrington
Offered 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 2007

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 2007

Adviser for Study Abroad: Mary Harrington
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)
†1 John M. Connolly, Ph.D.
Elizabeth V. Spelman, Ph.D. (Philosophy and Women’s Studies)
Jay L. Garfield, Ph.D.
†2 Albert Mosley, Ph.D., Chair

Associate Professors
Nalini Bhushan, Ph.D.
∗†1 Susan Levin, Ph.D.
∗†2 Jeffry Ramsey, Ph.D.

Lecturer
Ernest Alleva, Ph.D.

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?
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) 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2006

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect, and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24.  (M) 4 credits
Albert G. Mosley
Offered Spring 2007

100 Thinking About Thinking
What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers primarily in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. Maximum number of students per section 20.  (H/S) 4 credits
Jeffry Ramsey
Offered Fall 2006
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 2006

127 Indian Philosophy
An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? We will read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester we will briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. {H} 4 credits
Nalini Bhushan
Offered Spring 2007

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
Nalini Bhushan and members of the department
Offered Spring 2007

210 Issues in Recent and Contemporary Philosophy
Topic: American Philosophy in Black and White. This course explores debates about race, racism, moral status and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. {S} 4 credits
Albert Mosley
Offered Fall 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
Jay Garfield
Offered Spring 2007

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 2006

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. Prerequisite: one course in philosophy. {H} 4 credits
Jeffry Ramsey
Offered Spring 2007

225 Continental Philosophy
This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings’ relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. {H} 4 credits
Susan Levin
Offered Fall 2006
226 Topics in the History of Philosophy
Topic: Kant. Kant is one of the most important philosophers in modern Western philosophy. In his First Critique, he claimed to erect a new foundation for metaphysics and epistemology. Unfortunately, no one was or is quite sure what Kant meant, how he achieved his goal or if he was at all successful. We will devote our time to a close reading of Kant's First Critique, attempting to understand Kant's metaphysical and epistemological doctrines in their historical and contemporary settings. We will also trace out some of the connections between Kant's metaphysics, ethics and aesthetics. Prerequisite: one course in philosophy. {H} 4 credits
Jeffry Ramsey
Offered Spring 2007

234 Philosophy and Human Nature: Theories of the Self
Topic: Desire. For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people's capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we shall be examining questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to re-shaping? Are we in any sense responsible for our desires? {S} 4 credits
Elizabeth V. Spelman
Offered Spring 2007

235 Morality, Politics and the Law
This course explores central issues of moral, political and legal philosophy in relation to alternative interpretations of the meaning and importance of core values such as justice, rights, equality, community and liberty. We will examine various perspectives on these issues, including versions of liberal, libertarian, communitarian and feminist approaches presented by influential contemporary moral and political theorists. Prerequisite: one course in moral or political philosophy. {S} 4 credits
Ernest Alleva
Offered Spring 2007

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/H/M} 4 credits
Jay Garfield
Offered Fall 2006

246 Race Matters: Philosophy, Science and Politics
This course will examine the origins, evolution, and contemporary status of racial thinking. It will explore how religion and science have both supported and rejected notions of racial superiority; and how preexisting European races became generically white in Africa, Asia and the Americas. The course will also examine current debates concerning the reality of racial differences, the role of racial classifications, and the value of racial diversity. {H/S} 4 credits
Albert Mosley
Offered Spring 2007

250 Epistemology
Topic: Ignorance. What is ignorance? Is it simply lack of knowledge? What is its relation to illusion, deception self-deception? What is the difference between being ignorant of something and ignoring it? Is ignorance something for which one can be held responsible? Something for which one can be punished? Something for which one can be rewarded? To what social and political ends has ignorance been put and how? 4 credits
Elizabeth V. Spelman
Offered Spring 2007

252 Buddhist Philosophy: Madhyamaka and Yogacara
This course examines the two principal schools of Indian Mahayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogacara or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. We will read each school's principal sutras and early philosophical texts, medieval Tibetan commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in Philosophy or Buddhist Studies. {H} 4 credits
Jay Garfield
Offered Fall 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. {H/S/M} 3 credits

Jay Garfield
Offered January 2007

304 Colloquium in Applied Ethics
Animal Rights

Speciesism is the view that human beings have an inherent right to dominate non-human species and use them for human ends. The course will examine this as well as proponents of the morality of speciesism. This will involve synthesizing disparate areas in philosophy (ethics, philosophical psychology, philosophy of science) and applying them to the use of non-humans in areas such as agriculture, biology, psychology and medicine. Enrollment limited to 20. 4 credits

Albert Mosley
Offered Fall 2006

310 Seminar: Recent and Contemporary Philosophy
Topic: Cosmopolitanism.

What does it mean to be a cosmopolitan person—a global citizen? Can one simultaneously construct one’s identity in terms of one’s nationality, gender, ethnicity and/or other more local forms of community and be truly cosmopolitan? If so, how? If not, which is the better approach? Is there one distinctive way of being cosmopolitan, or might there be varieties of cosmopolitanism arising in different cultural contexts, for instance, under colonial rule or conditions of exile? Is it self-evidently true that being a cosmopolitan person is a good thing, for an individual or a society? What are some of its challenges? We will read essays by Kant, Mill, Nussbaum, Rawls, Rorty, Naipaul, Said, Krishna, the theosophists, Tagore, Gandhi, Appiah and others with a view to examining and assessing different answers that have been proposed to these and related questions. 4 credits

Nalini Bhushan
Offered Fall 2006

330 Seminar in the History of Philosophy
Topic: Tibetan Philosophy

This advanced seminar will involve an intensive reading of one or more texts in Indo-Tibetan Buddhist Philosophy. Students will work through texts with commentaries and be taught how these texts are understood and read in the Tibetan tradition. Prerequisite: at least one 200-level course in Buddhist philosophy or Buddhist religion. {E} 4 credits

Jay Garfield
Offered Fall 2006

334 Seminar: Mind
Topic: Theory of the Mind

Theory of Mind is a term for the capacity to read others’ minds: their emotions, intentions, desires and beliefs. How does this develop in children? Is there a special module of the human mind devoted to it? How do other animals succeed, or do they? What are the ramifications of our need to see “intentionality” in events? What cultural variation exists? Most readings will be from contemporary cognitive science. 4 credits

Jill de Villiers
Offered Fall 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 in art; and the use of visual metaphors in scientific thinking. \([H/N]\) 4 credits

*Jeff Ramsey*
Offered Fall 2006

**MTH 217 Mathematical Structures**

**PHI 209/PSY 209 Philosophy and History of Psychology**
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. \([N]\) 4 credits

*Peter de Villiers*
Offered Fall 2006

**PHI 213/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 2007

**REL 235 The Catholic Philosophical Tradition**

**408d Special Studies**
For senior majors, by arrangement with the department.
8 credits
Full-year course; Offered each year

The Major

**Advisers:** Members of the department

**Adviser for Study Abroad:** Jay Garfield

**Requirements:** Ten semester courses in philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210, 222, 233, 234, 235, 240, 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 approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

The Minor

**Advisers for the Minor:** Members of the department

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course “basis” and a three-course “concentration.”
Concentration 1: Linguistics and the Philosophy of Language

**Basis:** LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and 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
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 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 2006, 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. (N) 4 Credits
Doreen Weinberger
Not offered 2006–07 and 2007–08

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 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 2007

115 General Physics I
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
Nathand Fortune, Fall 2006

116 General Physics II
A continuation of 115. Electromagnetism, optics, waves and elements of quantum physics. Prerequisite: 115/117 or permission of the instructor. (N) 5 credits
Gary Felder, Fall 2006, Spring 2007
Doreen Weinberger, Fall 2007, Spring 2008
Offered both semesters each year

117 Advanced General Physics I
A more mathematically advanced version of PHY 115. Prerequisites: MTH 114 (Calculus: Effective Computation and Power Series) OR corequisite MTH 112 (Calculus II) or permission of the instructor. Students cannot receive credit for both PHY 115 and 117. (N) 5 credits
Gary Felder, Fall 2006, Spring 2007
Doreen Weinberger, Fall 2007, Spring 2008
Offered both semesters each year

118 General Physics II
A continuation of 115/117. Electromagnetism, optics, waves and elements of quantum physics. Prerequisite: 115/117 or permission of the instructor. (N) 5 credits
Nalini Easwar, Fall 2006
Doreen Weinberger, Spring 2007
Nathanael Fortune, Fall 2007, Spring 2008
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, integral transforms. Prerequisites: MTH 111 and 112 or the equivalent. (N/M) 4 credits
Malgorzata Zielinska-Pfable
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
Nathanael Fortune, Spring 2007
Malgorzata Zielinska-Pfable, Spring 2008
Offered every Spring

214 Electricity and Magnetism
Electrostatic fields, polarization, magnetostatic fields, magnetization, electrodynamics and electromagnetic waves. Prerequisite: 115/117 and 118, 210 or permission of the instructor. (N) 4 credits
Doreen Weinberger, Spring 2007
Malgorzata Zielinska-Pfable, Spring 2008
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
Rosemary McNaughton, Fall 2006
Malgorzata Zielinska-Pfable, Fall 2007
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
250 Intermediate Physics Laboratory
This is a laboratory course in which students perform advanced experiments covering topics of modern physics: properties of subatomic particles, atomic structure, measurements of fundamental constants (speed of light, Planck’s constant), and other topics from condensed matter physics and modern optics. Students select 4 modules from the pool of experiments, prepare equipment for the chosen experiment, perform measurements, analyze data and write the final report. Each module lasts three weeks. Enrollment limited to 10. Prerequisites: PHY 115/117, PHY 118, PHY 222, or equivalent. Maybe repeated for credit. (E) (N) 4 credits
Piotr Decowski
Offered Spring 2007

299 Current Topics In Physics
For this course we will read articles and attend talks on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHT 222. Restricted to juniors and seniors. (N) 1 credit
Doreen Weinberger, Fall 2006
Nathanael Fortune, Fall 2007
Offered every Fall

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 or 4 credits
Piotr Decowski, Spring 2007
Doreen Weinberger, Spring 2008
Offered Spring 2007, Spring 2008

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
Nathanael Fortune
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 2006, Fall 2007

348 Thermal Physics
Statistical mechanics and introduction to thermodynamics. Prerequisites: 210, 220, 222 or permission of the instructor. (N) 4 credits
Gary Felder, Fall 2006
Nalini Easwar, Fall 2007
Offered every Fall

350 Advanced Physics Laboratory
The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear, and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least 3 credits are required to count as a course toward the major requirement. Prerequisites: 214, 220, and 222. (N) 1 to 3 credits
Nathanael Fortune
Offered Fall 2006

360 Advanced Topics in Physics
Selected special topics which will vary from year to year; typically some subset of the following: cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Topic for Fall 2006: Nuclear and Particle Physics. Topic for Fall 2007: Solid State Physics. Prerequisites: 210, 214, 222; strongly recommended: 340. (N) 4 credits
Piotr Decowski, Malgorzata Zielinska-Pfabé, Fall 2006
Nalini Easwar, Fall 2007
Offered every Fall

400 Special Studies
By permission of the department. 1 to 4 credits
Offered both semesters each year
The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Gary Felder, Malgorzata Zielinska-Pfabé, Doreen Weinberger

The following courses are required: 115/117, 118, 210, 211, 214, 220, 222, 224, 250 (at least one semester), 299, 340, 348 and one additional 300 level physics course PHY 312, 322, 332, or 350 or AST 330, 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 and finish a machine shop project.

The Minor

Advisers: Members of the department

The minor in physics consists of: 115/117, 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.
325

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
†1 Karen Pfeifer, Professor of Economics
†1 Thomas Riddell, Associate Professor of Economics
*2 Gregory White, Associate Professor of Government, Director
*1 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 217  The Politics of Wealth and Poverty in the U.S.
GOV 254  Politics of the Global Environment
GOV 311  Seminar in Urban Politics
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
**2 Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
**2 Peter A. de Villiers, Ph.D.
Randy O. Frost, Ph.D.
Fletcher A. Blanchard, Ph.D.
Mary Harrington, Ph.D.
Philip K. Peake, Ph.D., Chair

Adjunct Professor
Maureen A. Mahoney, Ph.D.

Associate Professors
*1 Stefan R. Bodnarenko, Ph.D.
Patricia M. DiBartolo, Ph.D.
**2 Bill E. Peterson, Ph.D.
Lauren E. Duncan, Ph.D.
†1 Maryjane Wraga, Ph.D.

Adjunct Associate Professor
Barbara B. Reinhold, Ed.D.

Assistant Professors
**2 Byron L. Zamboanga, Ph.D.
**2 Benita Jackson, Ph.D.

Lecturers
Beth Powell, Ph.D.
David Palmer, Ph.D.
Michele T. Wick, Ph.D.
Paul Butler
Christopher Overtree
Michael Stroud

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.
Peter Pufall, Ph.D.
Michele T. Wick, 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. [N] 4 credits
Peter de Villiers, Director
Jill de Villiers, Byron L. Zamboanga, Michele T. Wick, Michael Stroud
Offered Fall 2006

PSY 190/MTH 190 Statistical Methods for Undergraduate Research
An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description, and statistical inference including an introduction to confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS statistical software for data analysis. This course satisfies the Basis requirement for the psychology students. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the Basis requirement. Students will not be given credit for both MTH 190 and any of the following courses: ECO 190, GOV 190, MTH 245, or SOC 201. [M] 4 credits
Nicholas Horton, Katherine Halvorsen, David Palmer, Philip Peake
Offered both semesters each year
Psychology

192 Introduction to Research Methods
Introduces students to a variety of methods used in psychological research. All sections of this course will cover the basic methodological techniques of contemporary psychology such as observational, experimental and survey methods. Sections will differ in the particular content theme used to illustrate these methods. PSY 111 or equivalent is required for PSY 192 and it is recommended that students take PSY 190/MTH 190 prior to enrolling in this course. {N} 4 credits
Fall 2006
Benita Jackson; Content theme: Health
Lauren Duncan; Content theme: Gender and Personality
Paul Butler; Content theme: Learning

Spring 2007
jill de Villiers; Content theme: Language
Bill Peterson; Content theme: Personality and Development
Randy Frost; Content theme: Clinical and Abnormal
Beth Powell; Content theme: Physiological/Animal Behavior

A. Brain and Cognition

209/PHI 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, 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 2006

210 Introduction to Neuroscience
An introduction to the organization and function of the mammalian nervous system. An in depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. The material is presented at a level accessible for science as well as nonscience majors. This course has no prerequisites. {N} 4 credits
Stefan Bodnarenko
Offered Spring 2007, Spring 2008

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 2007

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, Fall 2007

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
Michael Stroud
Offered Fall 2006

219 Cognitive Neuroscience
Cognitive neuroscience uses neuroimaging techniques such as PET and MRI 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 111 or PSY 210 or permission of the instructor. {N} 4 credits
Mary Harrington, Spring 2007
Maryjane Wraga, Spring 2008
Offered Spring 2007, Spring 2008

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 2007
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
Mary Harrington
Offered Fall 2006, Fall 2007

313 Research 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- 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
Not offered in 2006–07

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, perception, mental imagery and hemispatial neglect. Prerequisite: PSY 111 or permission of the instructor. [N] 4 credits
To be announced
Offered Spring 2008

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 2007

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, Fall 2007

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 2007, Spring 2008

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 Spring 2007

225 Health Psychology
Health psychology is a burgeoning field that examines the relationship between psychosocial factors and health. This course will provide a broad overview using the basic concepts, theories, methods and applications of health psychology. We will critically examine state-of-the-art research and as well as current gaps in knowledge to explore topics including definitions of health and illness; stress and coping; health behav-
iors; 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: 192. \{N\} 4 credits

Benita Jackson
Offered Spring 2007, Spring 2008

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: a previous 200-level course in the Health and Physiology of Behavior track (i.e., 220, 221,224, or 226). \{N/S\} 4 credits

Benita Jackson
Offered Fall 2006

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: 192 or permission of the instructor. \{N\} 4 credits

Benita Jackson
Offered Fall 2008

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 2007, Spring 2008

AAS 366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Stress and Coping of Black Women in the United States. This interdisciplinary course will examine the stress and coping of Black women in the U.S. We will review definitions of stress and briefly examine research on the psychosocial and physiological pathways through which it acts. We will explore the various forms and sources of stress experienced by Black women of the African Diaspora in the U.S., the multitude of coping strategies employed by these women, and their resilience in the face of such stress. Emphasis will be placed on the ways in which psychological factors interact with the social, cultural, economic, and environmental contexts of stress and coping. This course will examine multidisciplinary literature (e.g., Psychology, Afro-American Studies, Sociology, Study of Women and Gender) as well as current knowledge gaps in this area. Prerequisite: AAS 111, PSY 111, or permission of the instructor.

Carlotta Arthur
Offered Fall 2006

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. One observation period to be arranged. \{S/N\} 4 credits

Peter de Villiers
Offered Spring 2007 Fall 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

Alan Rudnitsky
Offered Fall 2007, Spring 2007

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 2008

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 2006, Fall 2007

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

Carlotta Arthur
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 2006, Fall 2007

335 Research Seminar in the 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: 190 or MTH 190, 192 and permission of the instructor. (N) 4 credits

Byron L. Zamboanga
Offered Spring 2008

D. Clinical and Abnormal

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

Sue Freeman
Offered Fall 2006

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

Christopher Overtree
Offered Spring 2007

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 253 or permission of the instructor. (N) 4 credits

Patricia DiBartolo
Offered Spring 2007, Spring 2008

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. \( \text{(N)} \) 4 credits

\textit{Patricia DiBartolo}

Offered Fall 2006, Fall 2007

\textbf{352 Seminar in Advanced Clinical Psychology}

\textit{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. \( \text{(N)} \) 4 credits

\textit{Patricia DiBartolo}

Offered Spring 2007, Spring 2008

\textbf{354 Seminar in Advanced Abnormal Psychology}

\textit{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. \( \text{(N)} \) 4 credits

\textit{Randy Frost}

Offered Fall 2006, Fall 2007

\textbf{358 Research Seminar in Clinical Psychology}

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisite: 192 and 252 or 254. Permission of the instructor required. \( \text{(N)} \) 4 credits

\textit{Randy Frost}

Offered Fall 2006, Fall 2007

\textbf{E. Social, Personality and Gender}

\textbf{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). \( \text{(S/N)} \) 4 credits

\textit{Lauren Duncan}

Offered Spring 2007, Fall 2007

\textbf{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. \( \text{(S/N)} \) 4 credits

\textit{Fletcher Blanchard}

Offered Spring 2007, Spring 2008

\textbf{270 Social Psychology}

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. \( \text{(N)} \) 4 credits

\textit{Fletcher Blanchard}

Offered Fall 2006, Fall 2007

\textbf{271 Psychology of Personality}

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. \( \text{(N)} \) 4 credits

\textit{Philip Peake}

Offered Fall 2006, Fall 2007

\textbf{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 differ-
366 Seminar: Topics in the Psychology of Women

Topic: Issues in Adolescent Gender Role Development. In this course we examine psychological issues girls face in their adolescent years. Topics may include body image, self-esteem, academic achievement, peer and dating relationships and gender socialization. This is a community based learning course that offers an opportunity to volunteer as a mentor to an adolescent girl in the Northampton area. Recommended pre- or co-requisite: PSY 266 or WST 150 and permission of the instructor. 4 credits

Lauren Duncan
Offered Fall 2007

369 Research Seminar on Categorization and Intergroup Behavior

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: 192 and either 266, 269, 270, 271. Enrollment limited to 16. 4 credits

Fletcher Blanchard
Offered Fall 2006, Fall 2007

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. 4 credits

Philip Peake
Offered Spring 2007, Spring 2008

372 Research Seminar on Categorization and Intergroup Behavior

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: 192 and either 266, 269, 270, 271. Enrollment limited to 16. 4 credits

Fletcher Blanchard
Offered Fall 2006

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). 4 credits

Lauren Duncan
Offered Spring 2007, Spring 2008

F. Advanced Courses

PSY 290/MTH 290 Research Design and Analysis

A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY190/MTH 190, PSY 192, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Students may not receive credit for both MTH 248 and PSY 290/MTH 290. Enrollment limited to 20. 4 credits

David Palmer
Psychology

Offered 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, PSY 190/MTH 190 and 192.

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 track 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 seminar.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

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 year-long 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 190/MTH 290.

The Minor

Advisers: Members of the department

Requirements: 6 semester courses including two of the three courses that compose 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 a seminar.
Public Policy

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

Director
Randall Bartlett, Professor of Economics

Lecturer
Paul Newlin, M.A.

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 2007

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 2007

Advisers
†† Donald Baumer, Professor of Government
John Burk, Professor of Biological Sciences
H. Allen Curran, Professor of Geology
Deborah Haas-Wilson, Professor of Economics

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 midterm 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 2007

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
To be arranged
**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 Fall 2006

**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 2007

**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 2008

**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  
To be announced  
Offered Fall 2006

**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 2007

**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.

Paul Newlin
Offered Spring 2007

404 Special Studies
By permission of the director.
4 credits
Offered both semesters each year

The Minor

Director: Randall Bartlett, Professor of Economics

Advisers: Randall Bartlett (Economics); Donald Baum­mer (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.
Quantitative Courses for Beginning Students

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.  
**4 credits**  
*Suzan Edwards*  
Offered Fall 2006

**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.  
**3 credits**  
*Suzan Edwards, James Lowenthal, 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.  
**2 credits**  
*James Lowenthal, Meg Thacher*  
Offered Fall 2006

**BIO 110 Introductory Colloquia: Life Sciences for the 21st Century:**  
*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 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.  
**5 credits**  
*Kate Queeney, Lâla Aka Burk*  
Offered Fall 2006, Fall 2007

**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. \( \text{(N)} \) 5 credits

Elizabeth Jamieson, Fall 2006

Robert Linck, Maria Bickar, Fall 2007

Offered Fall 2006, Fall 2007

CSC 102 How the Internet Works

An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; packet switching; how email and Web browsers work, domain names, mail 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. \( \text{(M)} \) 2 credits

Joseph O’Rourke, Fall 2006, Spring 2007

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, multiprocessing and timesharing. Weekly labs give hands-on experience. Enrollment limited to 30. \( \text{(M)} \) 2 credits

Nicholas Howe

Offered first half of the semester, Fall 2006

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. \( \text{(S)} \) 4 credits

James Miller

Offered Fall 2006

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. \( \text{(S)} \) 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. \( \text{(S)} \) 4 credits

Members of the department

Offered both semesters each year

ECO 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. \( \text{(S/M)} \) 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

Borjana Mikic, Paul Voss, Fall 2006
Borjana Mikic, Spring 2007
Offered Fall 2006, Spring 2007

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 2006

EGR 102/HSC 211 Ancient Inventions
The dramatic pace of technological change in the twentieth 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 2006–07

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)
Offered Fall 2006

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 2006–07

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 2006

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
Fletcher Blanchard (Psychology)
Offered Spring 2007

**FYS 139 Renewable Energy**
The United States reliance on non-renewable resources to satisfy its growing energy demands comes at a severe environmental, economic and political cost. Are there alternatives? Are they affordable? What are the scientific tradeoffs and constraints? This seminar offers a hands-on exploration of renewable energy technologies, with an emphasis on the underlying scientific principles. Students will investigate the exponential growth of worldwide energy demand, estimate how quickly the world’s resources will be depleted, study the limits to improved energy efficiency, perform a home energy audit, and explore the science and technology of solar heating and solar power, wind power and hydropower. The course consists of presentations by class members in weekly seminars and a series of hands-on experiments. Enrollment limited to 16 first-year students. (E) [N] (Q) 4 credits
Nathanael Fortune (Physics)
Not offered 2006–07

**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 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 2006

**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 Fall 2006, Spring 2007

**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
James Henle
Offered Fall 2006

**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
Sarah-Marie Belcastro
Offered Spring 2007

**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 2006
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, Katherine Halvorsen, David Palmer, Philip Peake
Offered both semesters each year

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 2006–07

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
Not offered 2006–07

PHY 106 The Cosmic Onion: From Quantum World to the Universe
Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. (N) 4 credits
Piotr Decowski
Offered Spring 2008

PHY 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 2006

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 2006–07

PSY 190/MTH 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) 4 credits

Nicholas Horton, Katherine Halvorsen, David Palmer, Philip Peake

Offered both semesters each year
Religion

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

Professors
†1 Carol G. Zaleski, Ph.D.
†1 Peter N. Gregory, Ph.D.
Jamie Hubbard, Ph.D. (Professor of Religion and Yehan Numata Professor of Buddhist Studies)

Associate Professors
Lois C. Dubin, Ph.D., Chair
†2 Vera Shevzov, M.Div., Ph.D.
†1 Joel S. Kaminsky, Ph.D.

Assistant Professors
†1 Andy Rotman, Ph.D.
Suleiman Ali Mourad, Ph.D.

Lecturers
Elizabeth E. Carr, Ph.D.
Michal Bar-Asher Siegal
Steven Heim, M.A.
Mohamed Hassan

Research Associates
Benjamin Braude, Ph.D.
Philip Zaleski, B.A.
Edward Feld, M.H.L.

All courses at the 100-level and 200-level are appropriate for first-year students as well as all other students, unless otherwise indicated.

100-level courses are either broad-based introductory courses that address multiple traditions or colloquia, which have a more narrow focus and limited enrollments.

200-level courses are specific to a tradition or methodology. These courses are open to all students and do not have prerequisites, unless otherwise indicated.

300-level courses have prerequisites as specified.

Students who take introductory language courses will receive credit for them toward their religion major only upon completion of an advanced course in religious texts of that language (e.g., REL 295, 296, 297). Possible languages in this category include Latin or Greek, offered in the Classics Department, or Hebrew, offered in the Jewish Studies Program. Similar arrangements can also be made for Arabic, Chinese, Sanskrit, or Hindi, whether studied at the Five Colleges or abroad.

Students interested in pursuing a Directed Reading course at an advanced level in a particular language should contact the department member skilled in that language directly.

100-Level Courses

Introduction to the Study of Religion

105 An 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
Lois Dubin, Jamie Hubbard
Offered Fall 2006

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 Holy Land
This colloquium will examine the concept of the “Holy Land” according to the religious traditions of Judaism, Christianity and Islam. It will explore the way the Holy Land is defined and sanctified in scripture and religious literature and in works of art, architecture, poetry, novel and film. The course will also explore the many attempts through the centuries by political monarchs to tap into the sanctity of Holy Land in order to promote their own legitimacy. The objective is to emphasize the significance of this common heritage shared by Judaism, Christianity and Islam, and yet how it has inspired, at times of tension, religious and political conflict among followers of the three monotheistic traditions. {H} 4 credits
Suleiman Mourad
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 2007

Politics of Enlightenment
Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Tibetan Buddhism in exile, the monks’ war in Vietnam and Western Buddhism. {H}
Jamie Hubbard
Offered Spring 2007

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. {H/S} 4 credits
Suleiman Mourad, Vera Sbezzov
Offered Spring 2007

Biblical Literature
Students interested in biblical literature are best served by beginning their course of study with either Introduction to the Bible I (Rel 210) or Introduction to the Bible II (Rel 215) before proceeding to more specialized 200-level courses or seminars within this area. Rel 210 and 215 are general introductions to the critical study of the Bible and are open to all students including first-years.

211 Wisdom Literature and Other Books from the Writings
Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.,) as well as attention to some of the shorter narrative and poetic texts that one finds in the Writings such as Ruth, Esther and Song of Songs. {L} 4 credits
Joel Kaminsky
Offered Spring 2007

215 Introduction to the Bible II
The literature of the New Testament in the context of the Jewish and Greco-Roman world in which it developed. Particular attention will be paid to the use of the Hebrew Bible in the New Testament with an eye to grasping the similarities and differences between what later came to be called Early Christianity and Rabbinic Judaism. Enrollment limited to 25. {H/L} 4 credits
To be announced
Offered Spring 2007

Jewish Traditions
220 Jews and Judaism in the Ancient World
A survey of Jewish religion and society in ancient Palestine and the Diaspora, from late biblical times and the Second Temple in Jerusalem (4th century BCE) to the early rabbinic era (2nd century CE). Jewish interactions with Hellenism and Roman imperial domination through the age of Jewish sectarianism (Pharisees, Sadducees, Essenes), the rise of Christianity, the destruction
of the Second Temple, and the beginnings of rabbinic Judaism. Examination of historical narratives and central ideas in major texts from the period—Pseudepigrapha, Apocrypha, Dead Sea Scrolls, Josephus, Philo, New Testament, Gnostic writings and Mishnah—in order to capture the core beliefs and institutions of post-Biblical Judaism. (E) {H} 4 credits  
Michal Bar-Asher Siegal  
Offered Fall 2006

222 Sages, Strangers and Women: An Introduction to Rabbinic Literature  
An exploration of rabbinic culture and texts that shaped Judaism for centuries to come. Rabbinic modes of grappling with Biblical law, and issues of gender and ethnicity, through the lives and thought of key figures, and as expressed in the major genres of rabbinic literature—Mishnah, Tosefta, Midrash, the Babylonian and Jerusalem Talmuds. (E) {H/L} 4 credits  
Michal Bar-Asher Siegal  
Offered Fall 2006

227 Judaism/Feminism/Women’s Spirituality  
An introduction to major works and issues in the contemporary feminist reconstruction of Judaism. Examines the possibilities for new relations to the Jewish tradition through recovery of Jewish women’s history and experience, critique and reinterpretation of classical texts, and changing conceptions of God, community, ritual and sexuality. {H/S} 4 credits  
Lois Dubin  
Offered Spring 2007

Christian Traditions

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 and globalism. Particular attention to liberation theologies. Occasional films. {H} 4 credits  
Vera Shevzov  
Offered Spring 2007

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  
Steven Heim  
Offered Fall 2006

South Asian Traditions

275 Religious History of South Asia: Ancient to Medieval  
This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the classical period. Readings will include materials from the Vedas, Upanishads and
epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration will be given to the themes of dharma, karma, love and liberation. {H} 4 credits

Steven Heim
Offered Fall 2006

282 Violence and Nonviolence in Religious Traditions of South Asia
What are the implications of a nonviolent morality? When are war and sacrifice not murder? This course considers the rhetoric and phenomena of violence and nonviolence in a variety of religious traditions in South Asia, both modern and premodern. Particular emphasis on the ethical and social consequences of these practices, and the politics of the discourse that surrounds them. Texts and films concerning Hinduism, Buddhism, Jainism, Sikhism, Christianity and Islam. {H} 4 credits

Andy Rotman
Offered Spring 2007

300-Level Courses

Prerequisites as specified.

335 Seminar: Topics in Christianity and Culture
Topic: Christianity and Visual Culture. Christians through the ages have had an ambivalent relationship with images, sometimes embracing them in profound expressions of piety and at other times decrying their use in the name of divine prohibitions against idolatry. This seminar examines the history of Christian thinking about art (Eastern Christian, Roman Catholic and Protestant), the vocation of the Christian artist, as well as the devotional uses of art from late antiquity to the present. {H} 4 credits

Vera Shevzov
Offered Fall 2006

345 Islamic Thought
Topic: The Making of Muhammad. This seminar examines the place of prophecy in Muslim thought by analyzing historical sources for the life of Muhammad: the Qur’an, traditional and revisionist biographies, poetry, art and literature. Topics include the challenges of reconstructing the historical Muhammad, representations of his character and teachings in the traditions of Islamic theology, mysticism and sacred history, medieval European presentation of the prophet of Islam and his portrayal in modern film and fiction. The course offers students an opportunity to investigate with some sophistication questions that require careful attention to research methods, critical theory and writing. {H} 4 credits

Suleiman Mourad
Offered Spring 2007

Language Courses

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

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.
Students who take the introductory courses in Latin or Greek in the Classics Department, or Hebrew in the Jewish Studies Program, will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 295, 296, 297). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit). Students interested in pursuing Directed Reading courses at an advanced level in a particular language should contact department members.

**ARA 100y Elementary Arabic**

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of the elementary Arabic book sequence by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year. **[F]** 4 or 8 credits

_Mohamed Hassan_

Offered Fall 2006, Spring 2007

**ARA 298 Intermediate Arabic I**

Students in this course will continue perfecting their knowledge of Arabic focusing on the four skills: speaking, listening, reading and writing. Students should expect text assignments as well as work with DVDs, audio and Web sites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Prerequisite is ARA 100y or the equivalent. **[F]**

_Mohamed Hassan_

Offered Fall 2006

**ARA 299 Intermediate Arabic II**

Continued development of reading and practical writing skills. Prerequisite: ARA 298 or the equivalent, or permission of the instructor. **[F]**

_Mohamed Hassan_

Offered Spring 2007

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The Major

**Advisers:** Lois Dubin, Peter N. Gregory, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andrew Rotman, Vera Shevzov, Carol Zaleski

**Adviser for Study Abroad:** Jamie Hubbard

**New Requirements for majors**

Students who declared a major or minor in Religion 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 counting toward the major may not be taken S/U.

**Breadth (Courses 1–4)**

A student will normally take four 200-level courses in the religion department choosing one each from four of the following six categories: (i) Biblical Literature; (ii) Jewish Traditions; (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. 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).

**Seminars (Course 6)**

A student will take a seminar in the religion department.

**Depth (Courses 7–8 or 7–9)**

A student will take three related courses, defined by religious tradition, geographical area, discipline, or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of religion, women and gender, religion and politics, religion and the arts, ritual studies and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases, it may involve three courses independent of those counted above. In short, no more than one course from courses
1–6 can be counted toward this requirement. 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 The Jewish Tradition
- JUD 284 The Jews of Eastern Europe
- PHI 126 History of Medieval Philosophy
- PHI 127 Indian Philosophy
- PHI 252 Buddhist Philosophy
- PHI 253 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 Traditions; (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)
   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 The Jewish Tradition
- JUD 284 The Jews of Eastern Europe
- 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:** Jamie Hubbard

**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.
Russian Language and Literature

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

Professors
Maria Nemcová Banerjee, Ph.D., Chair
Alexander Woronzoff-Dashkoff, Ph.D.

Senior Lecturer
Catherine Woronzoff-Dashkoff, A.B.

A. Language

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

100y Elementary Russian
Four class hours and laboratory. {F} 8 credits
Catherine Woronzoff-Dashkoff
Full-year course; Offered each year

220y Intermediate Russian
General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100y or the equivalent. {F} 8 credits
Alexander Woronzoff-Dashkoff
Full-year course; Offered each year

331 Advanced Russian
Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits
Catherine Woronzoff-Dashkoff
Offered Fall 2006

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 2007

338 Seminar in Language and Literature
Advanced study of a major Russian literary text. {L/F} 4 credits

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, Turgeniev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 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 Spring 2007

237 The Heroine in Russian Literature from The Primary Chronicle to Turgenev’s On the Eve
Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. [L] WI 4 credits
Maria Banerjee
Offered in 2007–08

239 Major Russian Writers
Topic: Russia Between East and West. The course examines the riddle of Russia’s identity and destiny as it appears in the distorting mirror of Gogol’s Dead Souls and in Tolstoy’s War and Peace. The underlying debate between the Westernizers and Slavophils will be illustrated by polemical writings of Chaadaev, Asakov, Herzen and Dostoevsky. In the 20th century the arguments are reshaped in the crucible of the Revolution, as exemplified in the Berdiaev’s The Origins of Russian Communism and Trotsky’s Literature and Revolution. Readings from the Soviet period will include literary texts by Solzhenitsyn and philosophical reflections by dissident thinkers from Russia and Eastern Europe. [L] 4 credits
Maria Banerjee
Offered Fall 2006

Cross-Listed Courses

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes’s Yvain; Shakespeare’s Antony and Cleopatra; Cervantes’ Don Quixote; Lafayette’s The Princess of Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Prerequisite: CLT 202/ENG 202. [L] WI 4 credits

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.
Maria Banerjee
Offered Fall 2006

404 Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits
Full-year course; Offered each year

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff

Russian Literature

Advisers: Members of the department

Basis: 220y, 126 and 127.
Required courses: 331 and 332 and one semester of 338 and two of the following: 234, 235, 236, 237, 238, 239, CLT 223, CLT 305, GLT 292.

One required seminar: 340, 346, HST 340, REL 335.

Strongly recommended: HST 239, HST 247, and REL 236.

Russian Civilization

Advisers: Members of the department

Basis: 220y.

Required courses: 331 and 332 and two of the following: 126, 127, 234, 235, 237, 238, 239, CLT 223, CLT 305, GLT 292 and three of the following: ECO 209, GOV 221, HST 239, 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.
Science Courses for Beginning Students

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

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 basis courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 117. Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

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Science Courses for Beginning Students

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

Richard Fantasia, Ph.D.

**Associate Professors**

Patricia Y. Miller, Ph.D.
Nancy Whittier, Ph.D.
1\textsuperscript{2} Marc Steinberg, Ph.D., Chair
1\textsuperscript{1} Ginetta Candelario, Ph.D. (Sociology and Latin American Studies)
Leslie King, Ph.D.

**Assistant Professor**

Eeva Sointu, Ph.D.

**Lecturers**

Alice Julier, Ph.D.
Vanessa Adel
Jonathan Wynn

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

**101 Introduction to Sociology**

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format. \{S\} 4 credits

Patricia Miller, Director

Patricia Miller, Leslie King, Eeva Sointu, To be announced, Fall 2006
Alice Julier, To be announced, To be announced, Spring 2007

Offered both semesters each year

**201 Evaluating Information**

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. \{M\} 4 credits

Nancy Whittier

Offered Fall 2006, Fall 2007

**202 Methods of Social Research**

An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Topics include questionnaire construction, sample design, data analysis, causation and explanatory research. Prerequisite: 201. \{S/M\} 4 credits

Patricia Miller

Offered Spring 2007, Spring 2008

**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. \{S\} 4 credits

Eeva Sointu

Offered Spring 2007, Spring 2008

**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 juve-
nile delinquency, homosexuality and homophobia and rebellion. {S} 4 credits

Patricia Miller
Offered Fall 2006, Fall 2007

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

Rick Fantasia
Offered Spring 2007

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 2008

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 2007

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 2007, Spring 2008

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 Fall 2007

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

Beva Sointu
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

Rick Fantasia
Offered Fall 2007

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

**Sociology**

Ginetta Candelario

Offered Spring 2008

229 Sex and Gender in American Society
An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including work, politics, families and sexuality. {S} 4 credits

Nancy Whittier

Offered Spring 2007

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 Fall 2006

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 Spring 2007

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 compose 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 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 2006, Fall 2007

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-functionalist, 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, Spring 2008

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

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 2006, Spring 2008

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 2009

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

Nancy Whittier
Offered Fall 2006, Fall 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, Leslie King, Patricia Miller, Eeva Sointu, 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

**Advisers:** Ginetta Candelario, Richard Fantasia, Leslie King, Patricia Miller, Eeva Sointu, Marc Steinberg, Nancy Whittier

**Requirements:** 101, 201 and 250, three additional courses at the 200 or 300 level.

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**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

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**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
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 in-
clude 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, Cabo Verde. (F) 8 credits

*Marguerite Itamar Harrison* (2006–07)

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: Spanish placement test or SPN 220 or its equivalent (F) 4 credits

*Malcolm McNee*

Offered Fall 2006, Spring 2007

**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. (F) 4 credits

*Malcolm McNee*

Offered Spring 2007

**POR 200 Intermediate Portuguese**

This course will serve as a comprehensive grammar review. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese: short stories by writers from the Portuguese-speaking world, music and film. Prerequisite: 100y or 125 or their equivalent. (F) 4 credits

*Malcolm McNee*

Offered Fall 2006

**POR 221 Topics in Portuguese and Brazilian Literature and Culture**

*Topic: Shifting Landscapes in Brazilian Film.* This course will critically examine several Brazilian films produced between the end of the 20th century and the beginning of the 21st. We will discuss issues ranging from territoriality and migration to cinematic constructions of place and narratives of displacement. Films will include: Tizuka Yamasaki’s *Gaijin* (1980) and its 2005 sequel, Walter Salles’ *Terra Estrangeira* (1995) and *Central Station* (1998), Hector Babenco’s *Carandiru* (2003) and Lais Bodansky’s *Bicho de Sete Cabeças* (2000), among others. (L/F) 4 credits

*Marguerite Itamar Harrison*

Offered Spring 2007

**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, Chico Buarque (Brazil); Mia Couto (Mozambique). Course conducted in English. (A/L) 4 credits

*Malcolm McNee*

Offered Spring 2007

**POR 400 Special Studies in Portuguese and Brazilian Literature**

By permission of the department, normally for senior majors.

1–4 credits

Offered both semesters each year

**Spanish Language, Literature and Culture**

Credit is not normally granted for the first semester only of a yearlong language course.
Spanish and Portuguese

**SPN 112y Accelerated Elementary Spanish**
An accelerated introduction to Spanish aimed at basic proficiency, emphasizing all modes of communication. The course also serves as an introduction to Hispanic culture. 5 contact hours. Priority will be given to first and second year students. [F] 12 credits
Director: Hugo Viera
Melissa Belmonte, Molly Falsetti-Yu, Hugo Viera, Fall 2006
Molly Falsetti-Yu, Molly Monet-Viera, Phoebe Porter, Hugo Viera, Spring 2007
Full-year course; Offered each year

**SPN 120 Low Intermediate Spanish (Intensive)**
This course is designed for students who already possess an intermediate background of the Spanish language. The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural, and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students’ familiarity with the “realities” of Spanish-speaking countries. Prerequisite: SPN 112y, 120 or the equivalent. [F] 4 credits
Director: Maria Helena Rueda
Melissa Belmonte, Maria Helena Rueda, Hugo Viera, Fall 2006
ibtissam Bouachrine, Hugo Viera, Spring 2007
Offered both semesters each year

**SPN 220 Contemporary Culture in the Spanish-Speaking World**
This is a high-intermediate course that aims at increasing students’ ability to communicate comfortably in Spanish (orally and in writing). The course explores an array of issues relevant to the Spanish-speaking world, and prepares students to think more critically and in depth about those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Prerequisite: SPN 120, 200 or the equivalent. [F] 4 credits
Silvia Berger, Michelle Joffroy, Phoebe Porter, Spring 2007
Offered both semesters each year

**SPN 230 Topics in Latin American and Peninsular Literature**
*Topic: A Transatlantic Search for Identity.* A quest for the self and its relation to otherness through a one-poem per class approach. Readings in modern and contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. We will examine the consequences of political exile as a journey to the unknown (Jiménez, Cemuda, Cortázar, Neruda, Alberti), as well as the voluntary exile of the artist in search of a new aesthetic identity (Darío, Lorca, Vallejo). Special attention will be given to the problems of subjectivity, gender and sexuality, as poets searched within themselves: Agustini, Stormi, Parra and Pizarnik, four women. Students will have the option of composing an original poem to supplement their final grade. Prerequisite: SPN 200 or equivalent.
Enrollment limited to 19. {L/F} 4 credits
Maria Estela Harretche
Offered Fall 2006

**Topic: 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. Enrollment limited to 19. {L/F} 4 credits
Maria Helena Rueda
Offered Fall 2006

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Enrollment limited to 19. {L/F} 4 credits
Maria Estela Harretche
Offered Spring 2007

**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). Not open for students returning from JYA in Spain. Enrollment limited to 19. {L/F} 4 credits
Ibtissam Bouachrine
Offered Fall 2006

**SPN 244 Advanced Composition**
The course is intended to provide the student with the writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 15. {F} 4 credits
Silvia Berger
Offered both semesters each year

**SPN 245 Topics in Latin American and Peninsular Studies**
**Topic: Latin American Women’s Poetry.** This course will offer an overview of poetry written by women in Latin America since the late 19th century. It will include readings of poetry by authors from different countries in the region. We will study the place of these poets in the more general context of Latin American literary movements, and reflect on the use of Spanish as a medium for the expression of women’s subjectivity. In studying these poems, students will engage in an exploration of the language as a creative and expansive tool for communication. Prerequisites: SPN 220 or above. Enrollment limited to 19. {F/L/A} 4 credits
Marina Kaplan
Offered Fall 2006
Spanish and Portuguese

SPN 246 Topics in Latin American Literature
{L/F} 4 credits

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. Enrollment limited to 19. {L/F} 4 credits
Silvia Berger
Offered Spring 2007

SPN 250 Survey of Iberian Literatures and Society I
Topic: Sex and the Medieval City
This course examines the medieval understanding of sex and the female body within an urban context. We will read medieval medical treatises on women’s sexual health by physicians such as Ibn Sina. We will also address women’s role as physicians in the medieval Iberian Peninsula. Texts include The Book of the Canon of Medicine by Ibn Sina, Milagros de Nuestra Señora by Gonzalo de Berceo, El Collar de la paloma by Ibn Hazm, Medical Aphorisms by Maimonides and La Celestina by Fernando de Rojas. Enrollment limited to 19. {L/F} 4 credits
Ibtissam Bouachrine
Offered Fall 2006

SPN 251 Survey of Iberian Literatures, Art and Society II
This course explores the social, political, and cultural development of Spain (from Goya to the present day) through historically significant narratives, poems, painting, popular music and films. Enrollment limited to 19. {L/F} 4 credits
Reyes Lézaro
Offered Spring 2007

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. Enrollment limited to 19. {L/F} 4 credits
Marina Kaplan
Offered Fall 2006

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. Enrollment limited to 19. {L/F} 4 credits
Marina Kaplan
Offered Spring 2007

SPN 332 The Middle Ages Today
The last decade has seen the publication in several languages of numerous books of fiction about al-Andalus (medieval Spain under the Muslim reign). Writers of these texts mix historical facts with fiction in order to “narrativize” a relatively remote past. Why is writing about the past becoming culturally valued? One answer is the relevance of the past to the present. Al-Andalus is particularly attractive to a broad audience because it serves as an example of what might be achieved in a culture of plurality and tolerance. Another reason for the interest in al-Andalus on the part of fiction writers and readers is the new scholarship which is enriching the field of medieval studies. For example, a new understanding of the position of women in medieval Iberia can be very appealing to the contemporary reader. Texts will include Juan Goytisolo’s Reivindicación del conde don Julián, Magdalena Lasala’s Wallada la Omeya, Amin Maalouf’s Léon l’africain, Carme Riera’s Diins del daver blau, Noah Gordon’s The Last Jew, Salman Rushdie’s The Moor’s Last Sigh, Ali Tariq’s Shadows of the Pomegranate Tree, as well as films by Youssef Chahine and others. All readings in Spanish Translation. Enrollment limited to 12. {L/F} 4 credits
Ibtissam Bouachrine
Offered Spring 2007

SPN 366 20th-Century Spanish Poetry
Topic: Federico García Lorca. A detailed reading and discussion of the two fundamental works written by Lorca in New York during the crisis of 1929. We will study El Público and Poeta en Nueva York together with excerpts from the major criticism of each of these texts. Special attention will be given to Lorca’s years in Madrid (Residencia de Estudiantes) and to the philosophical, political and aesthetic contexts which shaped Lorca’s artistic personality. By analyzing the social intentions of Lorca’s discourse and considering
its intertextuality with works by artists such as the filmmaker Luis Buñuel and the Surrealist painter Salvador Dalí, an attempt will be made to understand his role both as a poet and as a playwright in a time of political unrest that climaxed with the Spanish Civil War. Additional readings from other works by the author will also be included (Romancero Gitano, Mariana Pineda, Yerma, Poemas del amor oscuro, Diván del Tamarit and Bodas de sangre). \(\{F/L\} 4 \text{ credits}

Maria Estala Harretche

Offered Fall 2006

**SPN 371 Latin American Literature in a Regional Context**

*Topic: Central America: Texts, Films, Music.* This course charts the artistic experience in Central America from the first Mayan texts (*Popol Vuh*), to the revolutionary poetry of the Sandistas, to the eerie magnetic prose of Miguel Angel Asturias. Indigenous struggles, poetry workshops for the masses, political and social justice, resistance to class, gender, and racial oppression will be studied through primary texts, both visual and print. There will be screenings of several films and attention to the New Song Movement as it was manifested in Central America. Readings include: Rigoberta Menchú and the controversy surrounding her, Gioconda Belli, Rubén Darío, Miguel Angel Asturias, Claribel Alegría, Ernesto Cardenal and others. Enrollment limited to 12. \(\{L/F\} 4 \text{ credits}

Nancy Saporta Sternbach

Offered Fall 2006

**SPN 372 Topics in Latin American and Iberian Studies**

This research seminar is designed for students returning from Junior Year Abroad (either from Lusophone or Spanish speaking countries). Students must previously submit a proposal of a semester-long project related to their JYA experience. Historical, sociological and literary texts pertinent to the projects will frame the discussions. English will be the lingua franca, but we will use as much Portuguese and Spanish as fluid communication allows. Prerequisite: one or two semesters of JYA. Enrollment limited to 12. \(\{L/F\} 4 \text{ credits}

Reyes Lázaro

Offered Fall 2006

**SPN 373 Literary Movements in Spanish America**

*Topic: Literature, Film and the Transnational Imagination in Latin America.* This class will look at how Latin American filmmakers and writers have imagined this region’s place in the post Cold War global configuration since the 1990s. Through the analysis of films such as *Maria, Full of Grace* (2004) and *City of God* (2002), as well as recent literary works by authors from various backgrounds, we will explore cultural production as an alternate means of negotiating conflicts related to immigration, drug trafficking, free trade agreements, media and consumer culture and continuing political instability. Enrollment limited to 12. \(\{L/F\} 4 \text{ credits}

Maria Helena Rueda

Offered Spring 2007

**POR 380/SPN 380 Advanced Literary Studies**

*Topic: Translating Poetry.* A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on, practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Célia Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/ Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. \(\{L/F\} 4 \text{ credits}

Charles Cutler

Offered Spring 2007

**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’; 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

Anouk Alquier
Offered Spring 2007

Cross-Listed Courses

CLT 268 Latina and Latin American Women Writers
This course examines the last twenty years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality, and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez, and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor. {L} 4 credits

Nancy Sternbach
Offered Fall 2006

CLT 367 Imagined Homes: Literary Interpretations of the National Question
This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican, and Palestinian authors whose attitudes toward their involvement in the national project differ greatly. Common thematic concerns to be stressed are the depiction of Home, the relationship with the dominant culture, violence, and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora required. {L/H} 4 credits

Reyes Lázaro
Offered Spring 2007

LAS 301 Seminar: Topics in Latin America and Latino/a Studies

Topic: Latin America in Motion. This course will discuss the search for justice and the counter-hegemonic struggles that are changing our view of Latin America. We will focus primarily on the actions and writings of the Zapatistas, in Chiapas, Mexico, as a case study in which many preoccupations converge: the economic, the political, indigenous rights, women’s rights and writing that is literary and political. As a social and as a discursive event, Zapatismo has been studied by scholars in a broad array of disciplines; we will read some of their articles and complement this with films. In addition, we may review other forms of resistance and creative social intervention in, for example, Argentina, Brazil or Bolivia. Involved is the search for breaking the limited conceptions of “democracy” that condemn populations to invisibility, their cultural memory to oblivion, and their needs and knowledge to subaltern status. Students will write a research paper, with a disciplinary or interdisciplinary emphasis of their choice, on Zapatismo. The course is conducted by two faculty members: one in the social sciences (Margaret Cerullo, HC) and one in the humanities (Marina Kaplan, SC). Students can write their papers in Spanish or English, readings are in English, some available in Spanish. The course is recommended for juniors and seniors with two courses of appropriate background and with permission of the instructors. 4 credits

Marina Kaplan and Margaret Cerullo (Hampshire)
Offered Spring 2007

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

Advisers for the Portuguese-Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm McNee

Advisers for Study Abroad
For students interested in going to Spain: Nancy Saporta Sternbach and Ibtissam Bouachrine. For students interested in going to Latin America: Michelle Joffory. For students interested in going to Brazil or Portuguese-speaking countries: Marguerite Itamar Harrison, Malcolm McNee.

Major in Spanish
Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 244), one semester of Introductory Portuguese (POR 100), two 300-level courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above; one course may be taught in English. Cross-listed courses can count at the 200 level if at least one-third of the work is done in Spanish and Portuguese. For students who study abroad their junior year, credit will be granted at the 200-level.

*All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.

Portuguese-Brazilian Studies Major
Requirements: POR 100y, POR 200 and either POR 220 or POR 221. 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: Silvia Berger

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

431 Thesis
8 credits
Offered each Fall

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.
The interdepartmental minor in applied statistics offers students a chance to study statistics in the context of a field of application of interest to the student. The minor is designed with enough flexibility to allow a student to choose among many possible fields of application.

The minor consists of five courses. Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination will not be required to repeat the introductory statistics course, but they will be expected to complete 5 courses to satisfy the requirements for the minor in applied statistics.

The student must take one of the following courses and no more than one of these courses will count toward the minor. (Students presenting a 4 or 5 on the AP Statistics Examination will receive exemption from this requirement.)

- MTH 190: Statistical Methods for Undergraduate Research
- MTH 241: Probability and Statistics for Engineers
- MTH 245: Introduction to Probability and Statistics
- ECO 190: Introduction to Statistics and Econometrics
- GOV 190: Empirical Methods in Political Science
- PSY 190: Statistical Methods for Undergraduate Research
- SOC 201: Evaluating Information

The student must also take:
- MTH 247: Regression Analysis

And take one of the following courses:
- MTH 248: Design of Experiments
- PSY 303: Advanced Research Design and Statistical Analysis

The student must choose two (or more) courses from the following list:
- BIO 232: An Introduction to Genetics and Molecular Biology
- BIO 359: Ecological Analysis Laboratory
- BIO 361: Evolutionary Analysis Laboratory
- ECO 240: Econometrics
- MTH 246: Probability
- PSY 358: Experimental Investigation in Clinical Psychology
- SOC 202: Methods of Social Research

Also see the concentration in statistics within the mathematics major and the minor in mathematical statistics in the Department of Mathematics and Statistics.
Theatre

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

Professors
Leonard Berkman, D.F.A.
\(^1\) Catherine H. Smith, M.F.A.
John D. Hellweg, Ph.D.
\(^2\) Andrea Hairston, M.A. (Theatre and Afro-American Studies)
Ellen W. Kaplan, M.F.A.

Associate Professors
Paul Zimet, B.A.
Kiki Gounaridou, Ph.D., Chair

Lecturers
Nan Zhang, M.F.A.
Edward Check, M.F.A.
Hillary Bucks
Don Jordan
Normi Noel
Jill St. Coeur
Pan Welland

FYS 146 Contemporary Theatre and Film in China
This First-Year Seminar writing intensive begins with a survey of Chinese theatrical traditions within a broad historical framework. We explore Chinese theatre traditions of popular performance, storytelling, puppetry and shadow plays, and opera. Using texts, media resources and film, we look at traditional regional forms including Yuan and Ming drama, oral traditions and storytelling, Beijing opera and its regional variations. Our primary focus is on 20th-century stage and film: utilizing the dual perspectives of directing and design, we will study how some of the critical issues facing the Chinese people today are represented on theatre and cinema. Enrollment limited to 18. (E) WI \([\text{A}]\) 4 credits Nan Zhang and Ellen Kaplan
Offered Fall 2006

199 Theatre History and Culture: Eighteenth Century to the Present
This course will survey the history of theatre, drama, design and performance from the 18th century to the present. The focus will be on the theatres of Europe and the United States and their relationship to their respective cultures during the 18th, 19th and 20th centuries. Non-Western issues in regard to Asian, African, Australian and South American theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under discussion. \([\text{L/H/A}]\) 4 credits Kiki Gounaridou
Offered Fall 2006

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 17th 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. \([\text{L/H/A}]\) 4 credits Kiki Gounaridou
Offered Spring 2007

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. \( \text{[L/H/A]} \) 4 credits
Kiki Gounaridou
Offered Spring 2007

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? \( \text{[L/H/A]} \) 4 credits
Andrea Hairston
Offered Fall 2006

217 Modern European Drama I
The plays, theatres, and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleiszer, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. \( \text{[L/H/A]} \) 4 credits
Leonard Berkman
Offered Fall 2006

218 Modern European Drama II
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Gombrowicz, Pinter, Duras, Handke, Fo, Havel, Friel, Page, Stoppard and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. \( \text{[L/H/A]} \) 4 credits
Leonard Berkman
Offered Spring 2007

The following advanced courses in history, literature and criticism may have limited enrollments as indicated.

None listed for 2006–07.

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. \( \text{[A]} \) 4 credits
Sec. 1: Don Jordan, Fall 2006
Sec. 2: Hillary Bucs, Fall 2006
Sec. 1: Ellen Kaplan, Spring 2007
Sec. 2: Paul Zimet, Spring 2007
Offered Fall 2006, Spring 2007

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. \( \text{[A]} \) 4 credits
Normi Noel, Fall 2006
Pan Welland, Spring 2007
Offered Fall 2006, Spring 2007

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 11, 2006, 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

Kiki Gounaridou
Offered Fall 2006, Spring 2007

201 Theatre Production

Same description as above. There will be one general meeting on Monday, January 29, 2007, 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

Kiki Gounaridou
Offered Fall 2006, Spring 2007

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
Not offered 2006–07

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: Shakespeare and Calderon

This acting class focuses on poetic expression, heightened language and the world of the play in selected works of William Shakespeare and Pedro Calderon de la Barca. We develop skills in textual analysis, physical and vocal expressiveness and theatrical imagination. Through research and analysis, we explore period style, rhetorical strategies, historical perspectives and unifying themes, with emphasis on performance. Students complete three performance projects and one research paper.

Ellen Kaplan
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 2007

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 2006, Spring 2007

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 the-
atre productions, and production support experiences. Enrollment limited to 12. (A) 4 credits

Nan Zhang
Offered Fall 2006, Spring 2007

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
To be announced
Offered Fall 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 2006
Leonard Berkman, Spring 2007
Offered Fall 2006, Spring 2007

262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P. (A) 4 credits
Andrea Hairston, Fall 2006
Leonard Berkman, Spring 2007
Offered Fall 2006, Spring 2007

314 Masters and Movement in Performance
Topic: Creating Collaborative Theatre. The class will explore the ways that actors and writers can collectively create works for the theatre. We will study the examples of contemporary theatre companies that have collectively created significant new works—including the Open Theater (Joseph Chaikin), The Wooster Group (Elizabeth LeCompte), Theatre du Soleil (Ariane Mnouchkine), SITI Company (Anne Bogart), Centre International de Création (Peter Brook), and The Polish Lab Theatre (Jerzy Grotowski). Using the techniques that these companies and others developed to generate and shape theatrical material—as well as approaches we will discover in class—we will together create a new theatre piece. The roles of actor and writer will be fluid in this process, so participants should be interested in both performing and writing. Enrollment limited to 14. (A) 4 credits
Paul Zimet
Offered Spring 2007

318 Movements in Design
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 Cheek
Offered Spring 2007

Costumes in Dance
This class will study the roles that costumes play in a broad range of dance forms and choreography. From these observations, the student will design costumes for a specific piece. Recommended background: at least one course in design, choreography or dance performance. Permission of the instructor required. 4 credits
Jill St. Coeur
Offered Spring 2007

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
Paul Zimet, Fall 2006
Ellen Kaplan, Spring 2007
Offered Fall 2006, Spring 2007

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 12. (A) 4 credits

Paul Zimet, Fall 2006
Ellen Kaplan, Spring 2007
Offered Fall 2006, Spring 2007

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

Paul Zimet, Fall 2006
Ellen Kaplan, Spring 2007
Offered Fall 2006, Spring 2007

352 Set Design II

*Topic: Set Designing for Ballet, 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 ballet 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 2006

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

Nan Zhang
Offered Spring 2007

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 2007

362 Screenwriting

Intermediate and advanced script projects. Prerequisite: 361. L and P (A) 4 credits

Andrea Hairston
Offered Spring 2007

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

**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. 56.

**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
   Nan Zhang

C. Costume Design and Cutting
   To be announced

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, 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
236 Economy, Ecology and Society
237 Native South Americans: Conquest and Resistance
241 Anthropology of Development
252 The City and the Countryside in China
253 Introduction to East Asian Societies and Cultures
254 Gender, Media and Culture in India
257 Urban Anthropology
258 Performing Culture
259 Colloquium: Race, Rights and Resources
263 The Third World in the Western Imaginary
264 The Anthropology of Tourism
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

224 Islam and Politics in the Middle East
226 Latin American Political Systems
227 Contemporary African Politics
230 Government and Politics of China
233 Problems in Political Development
237 Colloquium: Politics and the U.S./Mexico Border
241 International Politics
248 The Arab-Israeli Dispute
250 Case Studies in International Relations
252 International Organizations
256 Colloquium: International Migration
321 Seminar: The Rwanda Genocide in Comparative Perspective
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
344 Seminar on Chinese Foreign Policy
346 Seminar: Ethics and International Relations
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
208 The Shaping of the Modern Middle East, 1789—1956
209/REL250 Aspects of Middle Eastern History
212 China in Transformation, A.D. 700—1900
213 Modern China
217 World War Two in East Asia: History and Memory
233 A Cultural History of Britain and its Empire, 1688—1914
238 Gender and Empire
257 East Africa in the 19th and 20th Centuries
260 Colonial Latin America, 1492—1825
261 National Latin America, 1821—Present
361 Seminar: Problems in the History of Spanish America and Brazil
AAS 370 Seminar: Modern Southern Africa
AAS 258 Twentieth-Century Africa: A Modern History
LAS 301 Latin America in Motion
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

**1 Sam Intrator, Associate Professor of Education and Child Study

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

Anthropology
257 Urban Anthropology

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
Study of Women and Gender

Members of the Committee for the Program for the Study of Women and Gender 2006–07
Susan Van Dyne, Professor of the Study of Women and Gender, Chair
Martha Ackelsberg, Professor of Government and the Study of Women and Gender
**1 Elisabeth Armstrong, Assistant Professor of the Study of Women and Gender
†1 Ginetta Candelario, Assistant Professor of Sociology and Latin American Studies
Paula Giddings, Professor of Afro-American Studies
**2 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
**2 Ann R. Jones, Professor of Comparative Literature
Kimberly Kono, Assistant Professor of East Asian Languages and Literatures
‡ Gary Lehring, Associate Professor of Government
Helen Lefkowitz Horowitz, Professor of American Studies
**1 Gwendolyn Mink, Professor of the Study of Women and Gender
†1 Cornelia Pearsall, Associate Professor of English Language and Literature
‡ Kevin Quashie, Associate Professor of Afro-American Studies
**1 Donna Riley, Assistant Professor of Engineering
Marilyn Schuster, Professor of the Study of Women and Gender
Christine Shelton, Professor of Exercise and Sport Studies
**2 Ruth Solie, Professor of Music
†2 Elizabeth V. Spelman, Professor of Philosophy
**2 Nancy Saporta Sternbach, Professor of Spanish and Portuguese and the Study of Women and Gender

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

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student’s adviser.

Goals for the Major in the Study of Women and Gender

The Program for the Study of Women and Gender examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. This examination requires inquiry into the construction and operation of power relations, social inequalities, and resistances to them in both national and transnational contexts. We understand women, gender, feminism, queer, masculinity and transgender as politicized terms. As categories of analysis they help reveal how subjects become racialized, sexualized, gendered and class-located.

Building on its origins in Women’s Studies, our program continues to examine the experiences, ideologies, works and actions of women in a variety of national, cultural, historical and political contexts. As an interdisciplinary endeavor, the Study of Women and Gender shows students how different academic disciplines view the operation of gender in the labor market, the family, political systems and cultural production. Research and theory emerge from these everyday realities and feminist theory, in turn, informs our analysis of political choices. The Study of Women and Gender is joined to an understanding of the forms of activism around the globe.
Requirements for the Major

The major requires the completion of ten semester courses, totaling forty (40) credit hours. These courses comprise SWG prefix courses and department-based courses cross-listed in SWG, chosen from a list compiled yearly by the Program for the Study of Women and Gender. All Smith courses accepted for major credit are listed on the SWG Web site, www.smith.edu/swg.

Requirements include:

1. SWG 150: Introduction to the Study of Women and Gender, normally taken in the first or second year, and which may not be elected S/U.
2. One Queer Studies course. (SWG 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 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 courses with the SWG prefix, one at the 300 level.*
6. Two additional 300 level courses, in area of concentration or electives in the program.

* Courses satisfying this requirement may include those listed in 1, 2 or 3 above

Transfer students are expected to complete at least half of their major (or 5 courses) at Smith (or approved Five College courses).

Students with double majors may count a maximum of three courses toward both majors.

In the senior year, a student will complete a statement reflecting on the connections among the courses in her major, and identifying what questions have been the most important to her.

Requirements for the Minor in the Program for the Study of Women and Gender

In consultation with an adviser from the Study of Women and Gender program committee, a student will select six approved courses (or a total of 24 credits) in the program. The courses must include:

1. SWG 150, Introduction to the Study of Women and Gender, normally taken in the first or second year, and which may not be elected S/U.
2. One Queer Studies course.
3. One Women, Race and Culture course.
4. Three additional courses in the program.

Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor.

Honors

A student may honor in SWG by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender.

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 2006–07

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 2006

SWG 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 out 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. Enrollment limited to 20 first-year students only. (E) {L/A} 4 credits

Elisabeth Armstrong
Offered Fall 2007

SWG 150 Introduction to the Study of Women and Gender
An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Lecture and discussion, students will be assigned to sections. {H/S} 4 credits

Marilyn Schuster, Director, Elisabeth Armstrong, Susan Van Dyne
Offered Spring 2007

Further work in the Study of Women and Gender usually requires SWG 150 as a prerequisite.

SWG 200 Introduction to Queer Studies
This course examines central concepts in the interdisciplinary field of queer studies including histories of non-normative gender and sexual expression, resistance to heteronormativity, the ways that communities, cultures and institutions both enable and regulate queer identities, and the political movements that emerge from claiming or resisting sexual identities. We will examine the changing social meanings and forms of sexual and gender practices from the 19th through the 21st centuries, and we will consider archival evidence for and representations of queerness in a variety of disciplines. Enrollment limited to 30. Prerequisite: SWG 100 or 150. This course serves as a prerequisite for upper-level work in the queer studies concentration. {H/S} 4 credits

Marilyn Schuster
Offered Spring 2007

SWG 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
SWG 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

SWG 245 Poverty Law and Social Policy in the U.S.
This course will examine the development of the United States 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
Not offered during 2006–07

SWG 252 Colloquium: Debates in Feminist Theory
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,” 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: SWG 150 and one other SWG course. Permission of the instructor required. {H/S} 4 credits
Elisabeth Armstrong
Not offered during 2006–07

SWG 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: SWG 150, and a literature course. {L/H} 4 credits
Susan Van Dyne
Offered Spring 2007

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 2007–2008

All 300-level courses in the Study of Women and Gender are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.

SWG 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: SWG 150, one additional course in the major and permission of the instructor. {H/S} 4 credits
Gwendolyn Mink
Not offered during 2006–07

SWG 312 Queer Resistances: Identities, Communities, and Social Movements
How do we know what it means to identify as lesbian, gay, queer, bisexual or transgender? Why do these
terms mean different things to different people and in different contexts? How does claiming or refusing to claim a sexual identity affect community formation or social change? This seminar will explore constructions of queer collective identities, communities and social protest. We will pay explicit attention to how queer identities, communities and movements are racialized, shaped by class, gendered and contextual. 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 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. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. \{H/L\} 4 credits

**Nancy Whittier**

Offered Spring 2007

**SWG 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: SWG 150, one additional course in the major and permission of the instructor. \{H/L\} 4 credits

**Marilyn Schuster**

Offered Fall 2006

**SWG 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: SWG 150, one additional course in the major, and permission of the instructor. \{E\} \{S\} 4 credits

**Elisabeth Armstrong**

Not offered during 2006–07

**SWG 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: SWG 150 or 225, one additional course in the major and permission of the instructor. \{H/S\} 4 credits

**Gwendolyn Mink**

Offered Fall 2006

**SWG 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 domes-
tic violence; rape law reform; prosecuting reproduction; mothers who kill; women in prison. Prerequisites: SWG 150 and/or 225; and permission of the instructor. Offered in alternate years. (S/H) 4 credits
Gwendolyn Mink
Not offered during 2006–07

Approved Courses for the Major and Minor in the Study of Women and Gender

Please see SWG Program Web site or the home department for descriptions.

AAS 209 Feminism, Race and Resistance: History of Black Women in America
Paula Giddings
Offered Fall 2006

AAS 348 Black Women Writers
Daphne Lamothe
Offered Fall 2006

AAS 336 Seminar: Contemporary Topics in Afro-American Studies:
Topic: Stress and Coping of Black Women in the United States
Carlotta Arthur
Offered Fall 2006

AMS 120 Scribbling Women
Sherry Marker
Offered Spring 2007, Spring 2008

ANT 254 Gender, Media and Culture in India
Ravina Aggarwal
Offered Fall 2006

BIO 110 Introductory Colloquia: Life Sciences for the 21st Century
Topic: The Biology and Policy of Breast Cancer
Robert Dorit
Offered Fall 2006

CLT 230 “Unnatural” Women: Mothers Who Kill Their Children
Thalia Pandiri
Offered 2007–08

CLT 234 The Adventure Novel: No Place for a Woman
Margaret Bruzelius
Offered Fall 2006

CLT 268 Latina and Latin American Women Writers
Nancy Sternbach
Offered Fall 2006

CLT 272 Women’s Writing: 20th- and 21st-Century Fiction
Marilyn Schuster
Offered 2007–08

EAL 244 Construction of Gender in Modern Japanese Women’s Writing
Kimberly Kono
Offered Fall 2006

EAL 245 Writing Japan and Otherness
Kimberly Kono
Offered Spring 2007

EAL 360 Seminar: Topics in East Asian Languages and Literatures: Intimacy, Dreams, Disappointments and Practices of Desire
Sabina Knight
Offered Spring 2007

EAS 230 Women of Korea from the Three Kingdoms Period to the Present
Jennifer Jung-Kim
Offered Fall 2006

ENG 238 What Jane Austen Read: The 18th-Century Novel
Elizabeth Harries
Offered Fall 2006

ENG 276 Contemporary British Women Writers
Robert Hosmer
Offered Fall 2006
ENG 278 Writing Women  
Topic: Asian American Women Writers  
Floyd Cheung  
Offered Fall 2006

ENG 279 American Women Poets  
Susan Van Dyne  
Offered Fall 2006

ENG 284 Victorian Sexualities  
Cornelia Pearsall  
Offered Fall 2006

ENG 287 Early Modern Women Writers: Writing the Self  
Sharon Seelig  
Offered Spring 2007

ENG 292 Crafting the Memoir  
Ann Boutelle  
Offered Spring 2007

ESS 340 Women’s Health: Current Topics  
Barbara Brehm-Curtis  
Offered Fall 2006

FRN 230 Readings in Modern Literature: Women Writers of Africa and the Caribbean  
Dawn Fulton  
Offered Fall 2006

FRN 320 Topics in Medieval and Renaissance Literature  
Topic: Women Writers of the Middle Ages  
Eglal Doss-Quinby  
Offered Fall 2006

FRN 340 Topics in 17th/18th Century Literature:  
Topic: “Family Values” in the Enlightenment  
Janie Vanpée  
Offered Spring 2007

FRN 360 Topics in 19th/20th Century Literature:  
Images of the “Other”—Female Domestic Servants in French Fiction  
Martine Gantrel  
Offered Spring 2007

FYS 114 Turning Points  
Marilyn R. Schuster  
Offered Fall 2006

FYS 125 Midwifery in Historical and Cross-Cultural Perspective  
Erika Laquer  
Offered Fall 2006

GOV 204 Urban Politics  
Martha Ackelsberg  
Offered Fall 2006

GOV 205 Colloquium: Law, Family and State  
Alice Hearst  
Offered Spring 2008

GOV 269 Politics of Gender and Sexuality  
Gary Lebrin  
Offered Spring 2008

GOV 311 Seminar in Urban Politics: Politics of Urban Social Movements  
Martha Ackelsberg  
Offered Spring 2008

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 2006

HST 223 Women in Japanese History: From Ancient Times to the 19th Century  
Marnie Anderson  
Offered Spring 2007, Spring 2008

HST 238 Gender and Empire  
Jennifer Hall-Witt  
Offered Spring 2007

HST 252 Women in Modern Europe, 1789–1918  
Darcy Buerkle  
Offered Fall 2006

HST 253 Women in Contemporary Europe  
Darcy Buerkle  
Offered Spring 2007
HST 278 Women in the United States, 1890 to Present
Babette Faehmel
Offered Spring 2007

HST 289 Colloquium: Aspects of Women’s History
Topic: The History of Sexuality from the Victorians to the Kinsey Report
Jennifer Hall-Witt
Offered Spring 2007

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 Fall 2006

IDP 208 Women’s Medical Issues
Leslie Jaffe
Offered Spring 2007

ITL 344 Women in Italian Society Yesterday, Today and Tomorrow
Giovanna Bellesia
Offered Spring 2007

MUS 100 Colloquium: Music and Gender in the World
Margaret Sarkissian
Offered Fall 2006

PSY 266 Psychology of Women and Gender
Lauren Duncan
Offered Spring 2007, Fall 2007

PSY 366 Seminar: Topics in the Psychology of Women
Topic: Issues in Adolescent Gender Role Development
Lauren Duncan
Offered Fall 2007

PSY 374 Psychology of Political Activism
Lauren Duncan
Offered Spring 2007, Spring 2008

REL 110 Women Mystics’ Theology of Love
Elizabeth Carr
Offered Spring 2007

REL 227 Judaism/Feminism/Women’s Spirituality
Lois Dubin
Offered Spring 2007

REL 238 Mary: Images and Cults
Vera Shteyzov
Offered Fall 2006

SOC 213 Ethnic Minorities in America
Ginetta Candelario
Offered Spring 2007

SOC 222 Blackness in America
Ginetta Candelario
Offered Spring 2008

SOC 229 Sex and Gender in American Society
Nancy Whittier
Offered Spring 2007

SOC 244/LAS 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice
Ginetta Candelario
Offered Fall 2007

SOC 314 Seminar in Latina/o Identity
Topic: Latina/o Racial Identities in the United States
Ginetta Candelario
Offered Spring 2007

SOC 323 Seminar: Gender and Social Change
Nancy Whittier
Offered Fall 2006

SPN 230 Topics in Latin American and Peninsular Literature
Topic: Latin American Women’s Poetry
Maria Helena Rueda
Offered Spring 2007

SPN 250 Survey of Iberian Literature and Society I
Topic: Sex and the Medieval City
Ibtissam Bouachrine
Offered Fall 2006

THE 215 Minstrel Shows from Daddy Rice to Big Mama’s House
Andrea Hairston
Offered Fall 2006

For a list of approved departmental courses that count towards the major/minor in SWG but are not offered in 2006–07, visit the Program Web site at www.smith.edu/swg/crsmain.html.
Interdepartmental and Extrarepartmental 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 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 2006
To be arranged to accommodate schedules of MMUF Fellows (90 minutes per week)

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
Margaret Bruzelius, Course Director
Members of the department
Offered Interterm 2006–07

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 2006

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
To be announced
To be arranged

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 cardiovascu-
lar 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 2007

QSK 101/MTH 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 toward the major. 4 credits
Thomas Schicker
Offered Fall 2006, Spring 2007

QSK 103/MTH 103
In this course, students will focus on graphing skills, algebra, trigonometry, and beginning calculus. Featuring a daily lecture/discussion followed by problem solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course-work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. (E) 2 credits
Thomas Schicker

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
Five College Course Offerings by Five College Faculty

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).

First Semester: On sabbatical leave.
Second Semester: Course release

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 1–2:15 p.m.
First semester. Mount Holyoke College (4 credits)

Asian 232f. 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. MWF 2:30–3:45 p.m.
First semester. Mount Holyoke College (4 credits)

Asian 295. Independent Study in Arabic
Designed for students who would like to continue their study for advanced level, those who come back from the Middle East, and those who have Arabic as a minor or designed major. It involves extensive reading, writing and translation assignments. Students read original texts, get media-based materials from various sites, and listen to audio live reporting from various TV sites on the Web; mainly from BBC, alJazeera, alArabiyya and CNN. This is a demanding course recommended for those who have chosen Arabic to be part of their future career. (Time to be arranged)
First semester. Mount Holyoke College (2–4 credits)

Asian 131S. Elementary Arabic II
Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological prin-
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 (4 credits)**

**Arabic 233S. 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 (4 credits)**

**Asian 395. Independent Study in Arabic**
Same as Asian 295, designed for students who would like to continue their study for advanced level, those who come back from the Middle East, and those who have Arabic as a minor or designed major. It involves extensive reading, writing and translation assignments. Students read original texts, get media-based materials from various sites, and listen to live audio reporting from various TV stations on the Web; mainly from BBC, alJazeera, alArabiyya and CNN. This is a demanding course recommended for those who have chosen Arabic to be part of their future career. (Time to be arranged)

**Second semester. Mount Holyoke College (2–4 credits)**

**Asian/Pacific/American Studies**

*Richard Chu, Assistant Professor of History (at the University in the Five College Program).*

**Hist 111B. Problems in World Civilization since 1500 (HS G)**
The goal of the course is to understand the development of world history from the late 15th century to the present. In order to provide a coherent narrative the course will focus on the concept, formation and effects of empires. We will use this central theme to investigate concepts including race, gender, class, colonialism, nationalism, neo-colonialism and globalization.

**Hist 259F-1. “Empire,” “Race” and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects**
Is the United States an “empire”? Today, U.S. political, military and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the 20th-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization and militarism. Requirements include two exams and a final paper.

**First Semester. University**

**Hist 253. Asian/Pacific/American History: 1850 to Present**
This course is an introductory survey course in the history of Asian/Pacific/Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. It will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian and Hmong), Asian Indian and Pacific Islander descent. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

**Second Semester. University**
AMST 221. 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, and vice versa? This course seeks to examine this question by focusing on the Pacific empires of the 19th and 20th centuries as they relate to the diasporic movements of Asian-Pacific Islanders to the United States. The presence of a growing and significant Asian-Pacific-Islander American community in the United States in the last 150 years is a product of various historical forces, but courses and studies about them often place their histories strictly or solely within the boundaries of “American” studies. This course will link their lives with the wider political and socio-economic developments in their original homelands in the Asia-Pacific region, at a time when European, American, and Asian (Chinese and Japanese) competed for world dominance. Themes to be discussed include imperialism, racism, gender, colonialism, neo-colonialism, globalization, transnationalism and migration.

Second Semester. Smith College

Dance

Constance Valis Hill, Associate Professor of Dance (at Hampshire College in the Five College Program).


English

Jane Degenhardt, Assistant Professor of English (at the University in the Five College Program).

Eng 891. Early Modern Literature as Postcolonial

This seminar explores the vexed relationship between postcolonial criticism and early modern English literature, with an emphasis on primary texts that either explicitly or implicitly deal with representations of English travel and with eastern and New World geographies. Primary texts include works of all genres of the late 16th and early 17th centuries. Possible texts include Shakespeare’s The Tempest and Marlowe’s The Jew of Malta; poetic works by Donne, Milton, and Spenser; prose narratives such as Behn’s Oroonoko and John Smith’s description of Pocahontas, and travel narratives compiled by Richard Eden, Richard Hakluyt, and Samuel Purchas. By considering secondary works by Homi Bhabha, Gayatri Spivak, Edward Said, Frantz Fanon, Aime Cesaire, and Ania Loomba, we will engage broader questions of how contemporary theories of nation, empire, race, and colonialism might illuminate or distort the cultural dynamics of early modern texts.

TH 1:00

First Semester. University

Eng 95–2. Seminar in English Studies: “Renaissance Drama: Past, Present, Future”

This course approaches the Renaissance stage as a site of experimentation for both the “old” and the “new.” We’ll explore how popular plays by Shakespeare and his contemporaries recuperated old stories, genres and tropes from the classical and medieval periods, but also how the stage rejected models from the past in favor of new forms, themes and desires. How, for example, did the Renaissance stage revisit and refigure templates from the medieval and classical past to explore new concerns about empire, travel, and the fixity or fluidity of identity? We’ll focus in particular on stories of cross-cultural contact and conversion. Readings include plays by Shakespeare, Marlowe, Kyd and Massinger, as well as selections from Chaucer’s Canterbury Tales, Cervantes’ Don Quixote, a medieval mystery play and classical mythology. We’ll also take a look at how Shakespeare is brought into the “future” in films such as John Madden’s Shakespeare in Love and Michael Radford’s The Merchant of Venice. T/TH 10:00–11:20

First Semester. Amherst College

English 491. Sex and Violence in the Medieval and Renaissance Periods

This course explores the exciting and varied profusion of sex and violence in medieval and early modern literature. In what ways do sex and violence go together? Is violence an intrinsic part of “good” sex, and is it always antithetical to “moral” sex? What makes the effect funny, exciting, scary or misogynistic? We will cover a broad range of canonical medieval and Renaissance texts with attention to issues of form, genre and historical context. Primary texts include Chaucer’s “The Miller’s Tale” and “The Reeve’s Tale”; The Lais of Marie de France; select virgin martyr legends; Shakespeare’s The Taming of the Shrew and The Rape of Lucrece; Webster’s The Duchess of Malfi; selections from Spens-
Five College Course Offerings by Five College Faculty

er's *The Faerie Queen* and Milton's *Paradise Lost*; and short poems from Donne, Nashe and Carew.

**Second Semester. University**

**Eng 353. English Seminar: Foreign Geographies on the Early Modern Stage**

While Shakespeare and his contemporaries were writing plays for the English stage, England was advancing its position on the world stage through overseas exploration and commerce. Mediterranean and transatlantic geographies took on a new significance as English traders and explorers visited them and reported back their findings. This course explores a range of popular plays by John Fletcher, Christopher Marlowe, Thomas Kyd, Shakespeare, and others that imagine cross-cultural encounters in places such as North Africa, Persia, the Spice Islands and the New World. We will consider how the staging of these geographies enabled audiences to experience the thrilling spectacles of exotic terrain, extraordinary riches, extreme climates, and natives ranging from tyrannical to indolent, from sensuous to hideous.

Thurs 1–2:50 p.m.

**Second Semester. Smith College**

**Film/Video**

*Baba Hillman, Assistant Professor of Video/Film Production* (at Hampshire College in the Five College Program).

**HACU 210. Film/Video Workshop I**

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film and video. Students will submit written responses to critical readings and to screenings of films and videos that represent a range of approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will be produced in 16mm format. Digital video and non-linear editing will also be introduced. A $50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. There are weekly evening screenings or workshops. Prerequisite courses include a 100-level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography and New Media, or equivalent and must be completed and not concurrent with this course.)

Tuesday 12:30–3:20 p.m.

**First Semester. Hampshire College**

**Comm 395b. Intermediate Video Production**

This is an intermediate video production/theory course for students interested in exploring a wide range of approaches to narrative, documentary and experimental filmmaking. Students will gain experience in pre-production and postproduction techniques and will learn to think about and look critically at the moving and still image. The class will concentrate on the development of individual approaches to directing, performance, text, sound and image. Students will complete several collaborative and individual projects for the course and will also write responses to critical readings and weekly screenings. The course will include workshops in non-linear editing, cinematography and lighting. Admission is by instructor permission: e-mail bhillman@hampshire.edu for an application. Wednesday, 9:30 a.m.–noon

**First Semester. University**

**HACU 287. Performance and Directing for Film and Video**

This is an advanced production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound and image. We will discuss visual and verbal gesture, variations of approach with actors and non-actors, dialogue, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Students will complete three projects for the class. Screenings and readings will introduce students to a wide range of approaches to directing and performance.

**Second Semester. Hampshire College**
Eng 89. Production Seminar in the Moving Image: Advanced Video Production

This is an advanced production/theory course for video students interested in developing and strengthening the elements of cinematography, editing, directing and performance in their work. The course will include workshops in non-linear editing, lighting, sound recording and cinematography. The class will emphasize the development of individual approaches to image, sound and text. Students will complete four production assignments. Weekly screenings and critical readings will introduce students to a wide range of approaches to narrative, documentary and hybrid structures within early and contemporary film and videomaking. We will study works by Louis Feuillade, Wong Kar Wai, Apichatpong Weerasethakul, Nagisa Oshima, and Lucrecia Martel among others. Readings by Gilles Deleuze, Hamid Naficy, Jane Campion, Guy Debord and Maureen Turim. Prerequisite: English 82, Video I or Introduction to Media Production. Admission with consent of the instructor.

Second Semester. Amherst College

Jenny Perlin, Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program).

Eng 82. Production Workshop in the Moving Image

The topic changes each time the course is taught. In fall 2006 the topic will be “Now! Artists Respond to Contemporary Events: Beginning Video Production.” This beginning video production course investigates some of the many ways artists have responded to contemporary social and political events of their times. What kinds of artistic responses cluster around major historical points? What kinds of responsibility must we take as artists? We will look at a range of media work from Vertov’s Man with a Movie Camera to Rosler’s Semiotics of the Kitchen; from experimental films and contemporary blockbusters to online activist media projects. This is a beginning production course that will cover the basics of shooting, lighting, audio and digital editing. Students will be expected to create works that draw from and respond to the charged and challenging world around them.

First Semester. Amherst College

FS 210. Production Seminar in the Moving Image

This beginning video course is an intensive introduction to digital video cameras, microphones, lights and digital video editing. The “space” section investigates lenses, zooms and basic shooting strategies. In the “silent” section, we study the silent film genre, viewing historical and contemporary works, from those who worked with silence and piano accompaniment to those who deliberately chose not to add any sound to their films. “Splicing” looks at editing as a primary locus for the creation of meaning. The “sound” section examines audio as a technical aspect of video production, as well as an aesthetic world with a life of its own. The course requires group and individual production assignments and numerous readings, as well as weekly evening screenings. Final projects entail the creation of one or more videos of your own devising. Readings will include texts by Gunning, Benjamin, Vertov, Murch, Doane, Bresson, Pudovkin, Trinh and others. Screenings will include Lumiere Brothers, Hitchcock, Tajiri, Brakhage, Melies, Trinh, Conner, Kubelka, Marker, Coppola, Scorsese, Vertov, Deren, and more.

First Semester. Mount Holyoke College

FLS 282. Real Time: Advanced Video Production

This advanced video production course will look at the concept of “real time” in film and video, in cinema, installation, and online projects. Students will be expected to give presentations, write short papers, and work independently and collaboratively to produce one or more video projects over the course of the semester. Technical workshops will be given on a project-by-project basis. Please note: this is not a software course. Students will be expected to have proficiency with video production and digital video editing prior to taking this course. Enrollment by instructor permission only (application).

Second Semester. Smith College

FS–310. Topics in “nonfiction”: Advanced Video Production

This course will investigate the “nonfiction” or essay film. It will provide a framework for creating independent videos that use, challenge and expand documentary forms. We will read texts by Trinh T. Minh-Ha, Walter Benjamin, Su Friedrich, Harun Farocki and others, and look at works by Greta Snider, Trinh, Farocki, Matthias Müller, Daniel Eisenberg, Su Friedrich, Johann Van der Keuken, Chris Marker and many others. Students will develop a wide range of approaches to the documentary form, through in-class workshops, assignments and independent projects. Students will be expected to give presentations, write short papers and produce one or more independent
and collaborative video projects over the course of the semester. Technical workshops will be given on a project-by-project basis. Please note: this is not a software course. Students will be expected to have proficiency with video production and digital video editing prior to taking this course. Enrollment by instructor permission only (application).

Second Semester. Mount Holyoke College

Geosciences

J. Michael Rhodes, Professor of Geochemistry (at the University in the Five College Program).

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

Geo 591V. Volcanology
Systematic discussion of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology; particular attention to Hawaiian, ocean-floor, and Cascade volcanism.

Second semester. University

International Relations

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

America is now the world’s only superpower and will remain so for some time to come. This unique situation has aroused enormous debate both at home and abroad over how the U.S. should wield its enormous power. There are some in this country who argue that the U.S. should use its power unilaterally and to America’s exclusive advantage; others argue that the U.S. refrain from using force except when sanctioned by the international community. This course will examine and assess the domestic and international debates over America’s international role and look at particular aspects of American foreign policy. Students will be expected to participate in policy debates on America’s response to various international issues (proliferation, human rights, the environment, trade, and so on) and to write an in-depth paper on a particular problem in foreign affairs.

Second Semester. Hampshire College

Gov 250. Case Studies in International Relations
The development and application of theoretical concepts of international relations; examination of historical events and policy decisions; testing theories against the realities of state behavior and diplomatic practice. In Spring 2007, the course will focus on the growing centrality of Asia in international security affairs. In particular, we’ll focus on security
issues raised by China’s growing economic and military power, such as the status of Taiwan, nuclear negotiations with North Korea, China’s military ties with Iran and the geopolitical implications of China’s growing reliance on imported oil. We’ll also consider such issues as terrorism, ethnic conflict in Central Asia and the India-Pakistan nuclear rivalry. Students will be expected to discuss the policy implications of these issues for the United States and to investigate a particular problem in depth. 4 credits
Second Semester Smith College

Jon Western, Assistant Professor of International Relations (at Mount Holyoke College in 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 an 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

SS 303. 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 climate in the coming decades. It begins with a broad overview of the global 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 traditional sources of international security and conflict and likely trends in WMD proliferation, terrorism, economic development, environmental degradation, resource scarcity, demographic stress and global public health. Previous course work in world politics is required
First semester. Hampshire College

Pol 116. World Politics
This course is a survey of contending approaches to the study of conflict and cooperation in world politics. Examines key concepts—including balance of power, imperialism, collective security, deterrence and interdependence—with historical examples ranging from the Peloponnesian War to the post–Cold War world. Analyzes the emerging world order. This course satisfies requirements in Social Sciences III-A: Anthro, econ, geog, etc.
Second semester. Mount Holyoke College

To Be Determined
Second semester. University

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 in the Five College Program).

First Semester: Teaching Leave

Italian 497 and Italian 514. Il Quattrocento: fra l’umanesimo e la fantasia
Studieremo il mondo culturale del Quattrocento italiano tramite due opere fondamentali dell’epica italiana: L’Orlando Innamorato di Matteo Maria Boiardo e Il Morgante di Luigi Pulci. Queste opere, oltre ad essere giocose e stimolanti, rispecchiano anche le condizioni storiche, letterarie e filosofiche dell’epoca. Le opere saranno lette nel contesto storico affinché si riesca ad apprezzare sia il loro contenuto che l’ambiente storico in cui furono scritte.
Second Semester. University
Music

Bode Omojola, Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program).

MUS 166. Introduction to Music of Africa
This introductory course concentrates on indigenous musical traditions from different parts of the African continent. Cross-cultural features as well as regional varieties are examined. A major objective of the course is to facilitate an understanding of the cultural contexts within which African musical traditions derive their meaning and significance. Relying on selected live performances as well as recordings of instrumental and vocal idioms, the course discusses the conceptual and behavioral aspects of music, the contexts and functions of musical performances, musical instruments and vocal styles, the training and status of musicians, and the stylistic features of the music. 4 credits; enrollment limited to 25. T/TH 1:15–2:30
First Semester. Mount Holyoke College

HACU 257. African Popular Music
The course examines modern popular musical idioms in Africa, with special attention to those that evolved during and after the colonial era. Regional examples like the West Africa “highlife”, the East/Central African “soukous”, North African “rai”, and “mbaqanga” from Southern Africa provide the basis for assessing the significance of popular music as a creative response to the dynamics of colonial and postcolonial environment in twentieth century Africa. Themes explored include the use of music in the construction of social identity, the impact of social and political structures on musical practice as well as the interaction of local and global elements. Discussions rely on live performances and recordings. MW 2:30–3:50.
First Semester. Hampshire College

TBA
Second Semester. Mount Holyoke College

TBA
Second Semester. University

Russian, East European, Eurasian Studies

Sergey Glebov, Assistant Professor of History (at Smith College in the Five College Program).

How does political terror become the ultimate means for building a just society? How do selfless idealists and intellectuals, women and men alike, who dedicated their lives to the cause of bettering the social world, become merciless executioners? How can rational and modern revolutionaries—not religious fanatics!—fashion their lives according to scenarios prescribed by books of revolutionary prophets?

The seminar explores the emergence and development of the Russian revolutionary movement which culminated in the creation of the first modern utopian state, the Soviet Union. As we look at different figures of the revolutionary movement and at the succession of ideologies, from romanticism to populism, socialism, anarchism, and finally, Marxism and bolshevism we will try to explore how ideas refracted in life experiences of individuals and how historical contexts—one’s social background, gender, or biographical trajectory— influenced one’s political motivations.

One of the central foci of the seminar will be on experience of women in the revolutionary movement, from the typical “wife of the aristocratic Decembrist” in 1825 to the radical terrorists of the People’s Will in late 1970s and 1880s. We are going to investigate how issues of liberation and emancipation of women were interwoven for the Russian revolutionaries with questions of political ideology and ultimately made subject to the overarching goals of social emancipation of “the people.” M 7–9:30 a.m.
First Semester. Smith College

History 393p. Empire-Building in Eurasia, 1552–1914
This course will introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. We will explore ways in which the Russian empire conquered, incorporated, and ruled over dozens of national and ethnic groups, as well as pay attention to diverse cultures and traditions developed by different peoples of the Russian empire. As a result of this course, students will gain
greater understanding of how multinational states managed diversity and how empires were built and maintained. They will gain insights into 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: University**

**History 247 (L). Aspects of Russian History**


**Second Semester: Smith College**

**RES 131s (01). Introduction to Peoples and Cultures of Eurasia**

Explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. How has this region been imagined and mapped? How useful are conventional definitions of the boundary between “Europe” and “Asia”? What is meant by “Eastern Europe,” “Central Europe,” and “Eurasia”? Topics to be considered will include the struggle for a usable past and the emergence of national identity; techniques of imperial rule and colonial domination; formation and dissemination of knowledge about Eurasia; cultural traditions of the region. Designed to help students navigate the world of post-Soviet and post-socialist Eurasia.

**Second Semester: Mount Holyoke 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% 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. 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.
B. Further Stipulations

- Grades: Students must receive the equivalent of a “B” grade or better in all courses counted toward the certificate. (In the case of Hampshire students taking courses at Hampshire, “B” equivalence will be determined by the Hampshire program adviser, based on the written evaluations supplied by course instructors.)

- Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate.

- No course can be counted as satisfying more than one certificate distribution requirement.

- Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program adviser.

C. Recommendation

- Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the Special Project component of the Certificate Program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

Administration and Advisement

Each year, each campus will designate two or more faculty members to advise students seeking the Five College Certificate in Asian/Pacific/American Studies. These advisers will constitute the Five College Asian/Pacific/American Studies Certificate Program Committee and will review and approve applications for the certificate in spring semester of the senior year. Upon the committee’s certification that a student has completed all requirements of the program, the committee will notify the registrar at the student’s campus so that award of the certificate can be noted on the official transcript. Students completing program requirements will also receive a certificate recognizing their achievement.

Smith College Advisers:

Floyd Cheung, Department of English and American Studies Program
Peter N. Gregory, Department of Religion and East Asian Studies Program
Bill E. Peterson, Department of Psychology
Five College Buddhist Studies Certificate Program

Because Buddhist Studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley.

Each student pursuing the Buddhist Studies certificate will choose, in consultation with the Buddhist Studies adviser at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist Studies courses listed 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.

For students who may wish to pursue a certificate in Buddhist Studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). Up to two courses in a relevant language can count towards the certificate, although we strongly encourage these students to continue language study beyond the first-year level. Language study is not required, however.

List of Requirements:
1. The certificate must be comprised of at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mt Holyoke, Smith or UMass; comparable upper-level courses at Amherst).

2. Students must take at least one course in three different disciplines of Buddhist Studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).

3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th–21st Century), and they must study Buddhism in at least two of the following three geographical areas: South and Southeast Asia, East Asia and the Tibet-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.

8. Exceptions to these requirements by petition.
Five College Coastal and Marine Sciences Certificate Program

The Five College Coastal and Marine Sciences (FCC&MS) Certificate enables students to select from a variety of courses in marine sciences, including coastal and marine ecology/geology, resource management and public policy, oceanography, and coastal engineering to create a concentration of study. Smith, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts currently award certificates. 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 Education Association, School for Field Studies.) Some of these courses must have an intensive field component so that students obtain competence in field studies. Students must also participate in a “capstone” independent, marine-related research project that counts toward the certificate.

Students interested in working toward the certificate select a faculty advisor who reviews and approves the program of study proposed by the student to ensure a strong concentration in marine sciences, as well as the necessary field experience.

Faculty advisers and FCC&MS steering committee members (*) are:
- Hampshire College: Charlene D’Avanzo*, Steve Roof
- Mount Holyoke College: Jill Bubier*, Stan Rachootin, Al Werner
- University of Massachusetts: Bruce Byers*, Paul Godfrey, Francis Juanes*, Mark Leckie*

Requirements for the Certificate

1. A minimum of six courses, with at least one course in each of the following categories:
   a. Marine biodiversity
   b. Marine and coastal ecology
   c. Marine geology, chemistry, and other related sciences
   d. Resource management and public policy

   At least three of the courses must be above the introductory level.

   Each student must show competency in field studies by either completing a course with a field component or by 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 must receive a “B” grade or better for all courses contributing to the Certificate requirements. Advisors of Hampshire College students will determine the grade “B” equivalent, based on written evaluations supplied by course instructors.

2. Completion of an independent, marine-related research project through an internship, thesis, Division III project, independent study, or other activity acceptable to their home campus adviser.

3. Completion of the application form for the certificate.

   The campus program adviser submits the completed application and a transcript to the FCC&MS steering committee. After the committee certifies that a student has completed all program requirements, Five Colleges, Inc., contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate recognizing their achievement.
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 advisors 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 representative:
Suzanne Z. Gottschang, Department of Anthropology.

http://www.fivecolleges.edu/sites/chs/index.php
Five College Certificate in International Relations

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
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 Mt Holyoke, 30 or above at Amherst).

At least one course should expose students to the basic metatheory of first order logic including incompleteness. Courses satisfying this requirement include:

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Students must receive grades of at least ‘B’ in each course counting towards the certificate.

For a complete list of courses fulfilling certificate requirements, consult the program website, listed with other certificate programs at the Five College website (www.fivecolleges.edu). Or consult a program advisor (Alexander George, Philosophy, Dan Velleman, Mathematics).

Complete list of logic courses:
Introductory symbolic logic courses:
Smith, Logic 100, Philosophy 202
Amherst, Philosophy 13
UMass, Philosophy 110

Critical thinking courses:
U Ass, 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, CMPS CI 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 Anil Gupta of the University of Pittsburgh was the invited speaker. The previous year’s lecturer was Professor Marcia Groszek from Dartmouth College.
Five College Certificate in Middle East Studies

The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the five colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with an adviser from their home institution. The Program is administered by the Five College Committee for Middle East Studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student’s adviser. Courses from outside the five colleges will be counted as contributing toward the fulfillment of Certificate requirements on the recommendation of the campus adviser and the approval of the Committee. Students must receive a grade of B or better in every course counted toward the Certificate.

Requirements:

1. Knowledge equivalent to at least two years of college study of a language of the region. Arabic and Modern Hebrew are currently taught in the Five Colleges; in consultation with an adviser, other languages of the region may be substituted.

2. Two introductory courses providing a historical overview of the medieval and modern periods.

3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.
   - Group one: Religion/Philosophy
   - Group two: History/Literature/Arts
   - Group three: Social Sciences
   - Group four: Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College webpage (http://www.fivecolleges.edu). Courses not listed, whether taken at one of the five colleges or elsewhere, must be approved by the Committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East Studies. Any of the following faculty members of the Middle East Studies Committee at Smith College may serve as your adviser: Justin Cammy (Jewish Studies), Donna Robinson Divine (Government), Suleiman Mourad (Religion), Karen Pfeifer (Economics), Gregory White (Government).

Please contact Five Colleges, Inc. or see their website at http://www.fivecolleges.edu/deptprog/mideast/ for the most up to date information on the Certificate in Middle East 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 (http://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 (http://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:**

Nancy Mithlo, Department of Anthropology
Neal Salisbury, Department of History
Five College Film Studies Major

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.

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

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.
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.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam the semester before language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

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 Athletic Program

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

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

Coaches
Tim Bacon, M.A., Coach of Squash
Marsa Daniels, Coach of Novice Crew
Liz Feeley, B.A., Coach of Basketball
Phil Nielsen, M.A., Coach of Soccer
Ellen O’Neil, M.S.T., Coach of Cross Country
Steve Samolewicz, J.D., Coach of Skiing
Wendy Walker, M.A., Coach of Lacrosse
Softball Coach, To be announced
Volleyball Coach, To be announced

Sports Medicine Staff
Deb Coutu, M.S., Athletic Trainer
Kelli Steele, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 209. 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 2006–07, 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 Marsa Daniels, novice crew coach.


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. Interterm: 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.*

**Softball.** Season: February–May and Sept 15–Oct 15. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., to be announced.

**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., to be announced.

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**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 9 clubs: Fencing, Golf, Ice Hockey, Outing, Riding (dressage), Rugby, Synchronized Swimming, Ultimate Frisbee and Water Polo.
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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)

Elizabeth Ann Tyrrell
Professor Emerita of Biological Sciences (1996)

Igor Zelljadt
Professor Emeritus of Russian Language and Literature (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)

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)

Lois Ann Hartman
Dean Emerita of the Smith College School for Social Work and Elizabeth Marting Treubaft Professor Emerita of the Smith College School for Social Work (1994)

J. Diedrick Snoek
Professor Emeritus of Psychology (1994)

Erna Berndt Kelley
Professor Emerita of Spanish and Portuguese (1995)

Murray James kiteley
Sophia Smith Professor Emeritus of Philosophy (1995)

Peter Niles Rowe
Emerita/i

Taitetsu Unno
Jill Ker Conway Professor Emeritus of Religion and East Asian Studies (1998)

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

Helen E. Searing
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)

Brian White
Professor Emeritus of Geology (2001)

R. Jackson Wilson
Sydenham Clark Parsons Professor Emeritus of History (2001)

Kathyrn Addelson
Mary Huggins Gamble Professor Emerita of Philosophy (2002)

David Ball
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Charles Cutler
Professor Emeritus of Spanish and Portuguese (2002)

Ronald Perera
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Philip D. Reid
Louise C. Harrington Professor Emeritus of Biological Sciences (2002)

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Robert T. Averitt
Professor Emeritus of Economics (2003)

Thomas Sieger Derr, Jr.
Professor Emeritus of Religion and Biblical Literature (2003)

Jaroslaw Volodymyr Leshko
Professor Emeritus of Art (2003)

Peter B. Pufall
Professor Emeritus of Psychology (2003)

Donald Baldwin Reutener, Jr.
Professor Emeritus of Psychology (2003)

Peter I. Rose
Sophia Smith Professor Emeritus of Sociology and Anthropology (2003)

William P. Wittig
Professor Emeritus of Music (2003)

Yvonne Daniel

Kenneth Edward Fearn
Professor Emeritus of Music (2004)

Lester K. Little
Emeritae

**Elliot Melville Offner**
Andrew W. Mellon Professor Emeritus in the Humanities (Art) and Printer Emeritus to the College (2004)

**Donald Leonard Robinson**

**Harold Lawrence Skulsky**
Mary Augusta Jordan Professor Emeritus of English Language and Literature (2004)

**Hans Rudolf Vaget**
Helen and Laura Shedd Professor Emeritus of German Studies and Professor Emeritus of Comparative Literature (2004)

**Karl Paul Donfried**
Elizabeth A. Woodson 1922 Professor Emeritus of Religion and Biblical Literature (2005)

**Ann Arnett Ferguson**
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**Caroline Houser**
Professor Emerita of Art (2005)

**Chester J. Michalik**
Professor Emeritus of Art (2005)

**John Porter Sessions**
Professor Emeritus of Music (2005)

**Mark Aldrich**
Marilyn Carlson Nelson Professor Emeritus of Economics (2006)

**Myron Peretz Glazer**
Barbara Richmond 1940 Professor in the Social Sciences (Sociology) (2006)

**Howard Nenner**
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Daisy Fried

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*Adjunct Associate Professor of Biological Sciences and College Physician*  

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Mahnaz Mahdavi
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† 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.