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

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

Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.
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) 383-3232

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

Financial Aid, Campus Jobs and Billing for Undergraduates
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; Acting Dean of the College (spring)

Jane Stangl, Acting Dean of the First-Year Class (spring)

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

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
Danielle Carr Ramdath, 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 Ohotnicky, Dean of Students
College Hall, (413) 585-4940

Transcripts and Records
Patricia O’Neil, Registrar
College Hall, (413) 585-2550
Fall Semester, 2007

Tuesday, August 28–Wednesday, September 5
Orientation for entering students

Friday, August 31, and Saturday, September 1
Central check-in for entering students

Tuesday, September 4, and Wednesday, September 5
Central check-in for returning students

Wednesday, September 5, 7:30 p.m.
Opening Convocation

Thursday, September 6, 8 a.m.
Classes begin

To be announced by the president

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

Saturday, October 6–Tuesday, October 9
Autumn recess

Friday, October 19–Sunday, October 21
Family Weekend

Thursday, November 1
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 5–Friday, November 16
Advising and course registration for the second semester

Wednesday, November 21–Sunday, November 25
Thanksgiving recess (Houses close at 10 a.m. on November 21 and open at 1 p.m. on November 25.)

Thursday, December 13
Last day of classes

Friday, December 14–Monday, December 17
Pre-examination study period

Tuesday, December 18–Friday, December 21
Midyear examinations

Saturday, December 22–Sunday, January 6
Winter recess (Houses and Friedman apartments close at 10 a.m. on December 22 and open at 1 p.m. on January 6.)
Smith College
Mission and History

Mission
Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society’s challenges.

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

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

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

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

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

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

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

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laurenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called “the real prac-
tical 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-resourced undergraduate libraries in the country.

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

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

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

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important 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 anyone 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 then 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 a poetry center and a peer-reviewed journal devoted to publishing scholarly works by and about women of color; and curricular innovations that include intensive seminars for first-year students and programs to encourage students’ speaking and writing skills.

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

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith’s 10th president in 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. Under her leadership, hundreds of alumnae, students, faculty and staff participated in presidential dialogues, as part of strategic planning for Smith’s next decade. The college has achieved distinction for its commitment to promoting access and diversity, recruiting and supporting highly talented, ambitious women of all backgrounds. 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. Construction is beginning for Ford Hall, 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 the city of 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 highly accomplished men and women who work together in a professional community with mutual respect. And while Smith’s 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, the study of women and gender, Third World development, neuroscience, film studies, Latin American and Latino/a studies, Jewish studies, history of science and technology, and other expanding and 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 leadership and service.
The William Allan Neilson Chair of Research

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

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

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

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

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

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

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

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

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

Edgar Wind, Ph.D.
Art, 1944–48

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

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

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

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

Alfred Kazin, M.A.
English, 1954–55

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nuala N Dhomnnaill
Comparative Literature, first semester, 2002–03

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

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

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

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

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 longstanding 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

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

Anna Maria Petrioli Tofani, Dottore in Lettere
Art History and Italian Language and Literature, first semester, 1997–98

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

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

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

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

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

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

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

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

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

Caroline Elam, Ph.D.
Art History, second semester, 2007–08
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). Students who complete a course in each area will receive Liberal Arts Commendation and this will be noted on their transcripts.

The Curriculum

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

1) Literature, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
2) Historical studies, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
3) Social science, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
4) Natural science, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
5) Mathematics and analytic philosophy, because they foster an understanding of the nature and use of formal, rational thought;
6) The arts, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
7) A foreign language, because it frees one from the limits of one’s own tongue, provides access to another
culture and makes possible communication outside one's own society.

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

Curricular Expectations and Requirements

In the course of their educations, Smith students are expected to become acquainted with—to master, as far as they are able—certain bodies of knowledge, but they are also expected to learn the intellectual skills necessary for using and extending that knowledge. The list below summarizes those expectations. While acknowledging that education can never be defined by a listing of subjects or skills, the faculty believes that such a listing may usefully contribute to the planning of an education, and it offers the list below in that spirit, as an aid to students as they choose their courses and assess their individual progress, and to advisers as they assist in that process.

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

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

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

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

The Writing Requirement

Each first-year student is required, during her first or second semester at Smith, to complete with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. 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 or who wish
to have Liberal Arts Commendation indicated on their transcript 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:

- Afro-American Studies
- Anthropology
- Art
- Astronomy
- Biological Sciences
- Chemistry
- Classical Languages and Literatures
- Computer Science
- Dance
- East Asian Languages and Literatures
- Economics
- Education and Child Study
- Engineering
- English Language and Literature
- French Studies
- German Studies
- Geology
- Government
- History
- Italian Language and Literature
- Italian Studies
- Jewish Studies
- Mathematics and Statistics
- Music
- Philosophy
- Physics
- Psychology
- Religion
- Russian Language and Literature
- Sociology
- Spanish and Portuguese
- Theatre

Interdepartmental majors are offered in the following areas:

- American Studies
- Biochemistry
- Comparative Literature
- East Asian Studies
- Latin American and Latino/a Studies
- Medieval Studies
- Neuroscience
- Study of Women and Gender

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 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.

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.

Together the adviser and student design 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 prelaw 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 prelaw adviser (Daryl Gehman, in the CDO).

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 (413) 585-2523; e-mail, admission@smith.edu; or fax (413) 585-2527.

Community Auditing: Nonmatriculated Students

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

Five College Interchange

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

Departmental Honors Program

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

Independent Study Projects/Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of
work or study on or off campus. All projects must be approved by the Committee on Academic Priorities and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. 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 consortial and other 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 since some programs allow for a fall application deadline.

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.

In all instances, Smith reserves the right to approve, retract or deny a student’s participation on study abroad.
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, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

Each year, 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 associated 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 three-week session of intensive language training in Geneva, beginning in September. The academic year in Geneva begins in mid-September 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.

Paris
The program in France begins with a three-week period devoted to intensive work in the language, supplemented by courses, lectures and excursions. In mid-September, 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 or Paris VII). 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 Consortial and Approved Study Abroad Programs
Smith consortial and other 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 consortial and 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 consortial and 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 consortial programs. Consult the Web page of the Office for International Study, www.smith.edu/studyabroad, for the complete list of consortial and approved programs. Programs with a Smith consortial affiliation include the following:

Associated Kyoto Program (AKP)
Smith is one of the 16 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 (PRESCHO)
Smith is one of the sponsors of the semester or yearlong 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, spring or yearlong semester program. Interested students should consult the Office for International Study.

Program for Mexican Culture and Society in Puebla (PMCSP)
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. All grades earned through exchange programs are recorded on the Smith transcript but are not included in the Smith GPA and therefore are not included in the calculation of honors.

Application forms are available in the class deans’ office.

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

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

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 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.

The Campus and Campus Life

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 nearly 40,000 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 internationally renowned Sophia Smith Collection, the oldest national repository for primary sources in women’s history; and the College Archives, which documents the history of Smith.

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

Neilson Library hours (Academic Year)
- Monday–Thursday: 7:45 a.m.–midnight
- Friday: 7:45 a.m.–11 p.m.
- Saturday: 10 a.m.–11 p.m.
- Sunday: 10 a.m.–midnight

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

Clark Science Center
The Clark Science Center is composed of six interconnected buildings housing eight academic departments (astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology) and four programs (biochemistry, engineering, environmental science and policy and neuroscience), with approximately 85 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls, the temporary engineering building and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services, science 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.

Young Science Library hours (Academic Year)
- Monday–Thursday: 7:45 a.m.–midnight
- Friday: 7:45 a.m.–11 p.m.
- Saturday: 10 a.m.–11 p.m.
- Sunday: 10 a.m.–midnight

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

Brown Fine Arts Center
The three portions of the Fine Arts Center serve different functions. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, sculpture, print-making and photography are supplemented by darkroom facilities, faculty offices and classrooms.

Hillyer Art Library houses collections of more than 110,000 volumes, 38,000 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, 2007, through June 30, 2008, 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 99,000 books and scores, 2,000 video recordings, 237 current periodical titles and 58,000 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 Moodle. 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 600 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, the center sponsors the Working Writers series on popular nonfiction, interterm courses on popular nonfiction, and interterm workshops on good writing. Lastly, the center houses a library of pedagogical resources and sponsors colloquia on teaching issues for faculty. 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. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter.

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 cafe 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](http://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/clubsports/smithoutdoors.html](http://www.smith.edu/athletics/clubsports/smithoutdoors.html).
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, resume 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 500 students work at summer internships funded through Praxis.

Health Services

Health Services provides medical and psychological services for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers, clinical nurse specialists and graduate social work interns. Psychiatrists are 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 services 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 diverse 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; Smith Christian Fellowship; the Baha’i Fellowship; 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, 2006–07

Undergraduate Students

<table>
<thead>
<tr>
<th></th>
<th>Class of 2007</th>
<th>Class of 2008</th>
<th>Class of 2009</th>
<th>Class of 2010</th>
<th>Area Comstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northampton area¹</td>
<td>645</td>
<td>444</td>
<td>631</td>
<td>686</td>
<td>134</td>
<td>2,540</td>
</tr>
<tr>
<td>Not in residence</td>
<td>24</td>
<td>226</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>262</td>
</tr>
</tbody>
</table>

Five College course enrollments at Smith:
- First semester: 480
- Second semester: 625

Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In residence</td>
<td>54</td>
<td>23</td>
<td>8</td>
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Smith students studying in off-campus programs

<table>
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<tr>
<th></th>
<th>Florence</th>
<th>Geneva</th>
<th>Hamburg</th>
<th>Paris</th>
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<tbody>
<tr>
<td>Smith students</td>
<td>24</td>
<td>7</td>
<td>10</td>
<td>23</td>
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<td>guest students</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

¹ Guest students are included in the above counts.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 2000 was 86 percent by May 2006. (The period covered is equal to 150 percent of the normal time for graduation.)
### Geographical Distribution of Students by Residence, 2006–07

<table>
<thead>
<tr>
<th>United States</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>8</td>
</tr>
<tr>
<td>Alaska</td>
<td>6</td>
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<tr>
<td>Arizona</td>
<td>19</td>
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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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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.
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 Kathleen Bostwick Boyden Prize awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The 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
Recognition for Academic Achievement

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

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

The Samuel A. Eliot Jr./Julia Helflin 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 Flore 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 Jill Cummins MacLean Prize to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance.

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

The Emogene Mahony Memorial Prize for proficiency at the organ.

The Jeanne McFarland Prize for excellent work in women's studies.

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

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

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

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

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

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

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

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

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

The Adelaide Wilcox Bull Paganelli '30 Prize awarded by the physics department to honor the contribution of Adelaide Paganelli '30, to a senior majoring in physics with a distinguished academic record.

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

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

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

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

The Meg Quigley Prize 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 Rousseau Prize for academic excellence to a member of the junior or senior class studying with the Smith College junior year abroad program in Geneva.

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 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; and for best installation, digital media or performance art inspired by a work of art or exhibition at the Smith College Museum of Art.

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

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

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

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

The 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), Gates (Cambridge), Mitchell (Ireland and Northern Ireland) and DAAD (Germany). The Fulbright is for yearlong research, study or teaching in one of 120 countries and the Luce for a year interning in Asia. There are two further prestigious graduate fellowships for which students must apply in earlier undergraduate years: the Truman and the Beinecke.

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

Fellowship information and application assistance for eligible candidates are available from the fellowships adviser in the Class Deans’ office.
Fees, Expenses and Financial Aid

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

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

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

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or third parties—are received in a timely manner. All student accounts are managed by the Office of Student Financial Services. Initial statements detailing semester fees are mailed on or about July 15 and December 15. Monthly statements will be mailed to the student’s permanent mailing address on or about the 15th of each month.

The college’s comprehensive fees associated with the beginning of the semester are due and payable in full by specific deadline dates, well in advance of the beginning of classes. The payment deadline for fall 2007 is August 10, 2007. For spring 2008, the payment deadline is January 10, 2008. 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 Parent MEFA loan are issued to the parent borrower. With the student’s written release, credit balance refunds may be issued to the parent or the designee of the student.

Fees

2007–08 Comprehensive Fee (required institutional fees)

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$16,970</td>
<td>$16,970</td>
<td>$33,940</td>
</tr>
<tr>
<td>Room and Board*</td>
<td>5,710</td>
<td>5,710</td>
<td>11,420</td>
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<tr>
<td>Student activities fee</td>
<td>123</td>
<td>123</td>
<td>246</td>
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<tr>
<td>Comprehensive fee</td>
<td>$22,803</td>
<td>$22,803</td>
<td>$45,606</td>
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</tbody>
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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 $800 per year on books and academic supplies. In addition, a student will incur additional expenses during the academic year that will vary according to her standard of living, personal needs, recreational activities and number of trips home.

Fee for Nonmatriculated Student
Per credit............................................................... $1,060

Fees for Ada Comstock Scholars
Application fee........................................................... $60
Transient Housing (per semester)
  Room only (weekday nights) ...................................... $380
  Room and full meal plan (weekday nights) ...................... $810
Tuition per semester
  1–7 credits............................................................. $1,060 per credit
  8–11 credits........................................................... $8,480
  12–15 credits....................................................... $12,730
  16 or more credits................................................. $16,970

Student Activities Fee
The $246 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

2007–08 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 August 15 through the following August 14. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Koster Insurance (www.kosterweb.com) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. The 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 2007–08.
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

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 $485 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 .................................................................$470

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
.................................................................$25 plus breakage

Continuation Fee
......................................................... $60 per semester
Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

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—$35 per Day

Late Central Check-In Fee—$60
Returning students who do not participate in Central Check-In will be assessed a fee.

Late Registration Fee—$35
Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—$100
Students who remove their beds from their campus rooms will be charged a bed removal fee.

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

Institutional Refund Policy
A refund 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 and insurance. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

A student who withdraws after the first day of classes, but before the time 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

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 Sallie Mae)
- 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
can choose to consider a student's level of financial
need when making the final admission decision. Applic-
ants 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 finan-
cial 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 Fed-
eral 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 Col-
lege code is 002209) and the PROFILE can be accessed
at www.collegeboard.com (Smith College code is 3762).

We also require a signed copy of the family's most
recent federal tax returns, including all schedules
and W-2's. Once we receive the applicant's completed
FAFSA and PROFILE, we review each student's file
individually. We take into consideration the number of
dependents, the number of family members in college,
divorced parents and other special circumstances. We
require signed copies of parents' and students' most
recent federal income tax returns to verify all the finan-
cial 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 admis-
sion 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 semes-
ters, 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 de-
gree in order to continue receiving aid— that is, com-
pletion 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 miti-
gating 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 require-
ments are sent to all applicants for admission. Students
must not wait until they have been accepted for admis-
sion 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 Finan-
cial 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.

An non-U.S. citizen (Canadian citizens excepted) eligible for aid is offered a grant award in the first year that will remain at the same level for her sophomore and junior years. In her senior year, any increase in tuition and fees that is not covered by the increased loan will be covered by an increase in the grant so that her family contribution will remain the same as it was in her junior year. (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 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. Some awards may also include a Smith College loan. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and/or may make use of one of the plans described in Financing Your Smith Education. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

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.

No student, whether on federal work-study or not, is permitted more than the maximum 12-hours a week or one “full-time” position. First-year students work a maximum of nine hours per week. Students receiving a stipend for positions such as STRIDE, HCA, etc. are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

Grants
Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnæ 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.

Educational benefits from state and federal agencies are treated in the same way that outside merit-based scholarships are.

Non-merit awards include tuition subsidies based on parent employment. These awards are not based on merit and reduce Smith grant eligibility dollar for dollar.

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

Music Grants
Each year the college awards grants equal to $200 per semester for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music.

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

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

ROTC

Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year 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 December of the senior year are acceptable. The results of examinations taken after December arrive too late for us to include them in the decision-making process.

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. The ACT code for Smith College is 1894.

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. If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

Regular Decision

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

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

We realize that applying to college involves a lot of time-consuming 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.

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 who will review the request and notify the student within two weeks.
Deferred Entrance for Medical Reasons

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission by August 30. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

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

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 Office of Admission at least one year in advance of their proposed entrance. The initial e-mail or letter should include information about the student’s complete academic background. If financial aid is needed, this fact should be made clear in the initial correspondence.

Visiting Year Programs

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

International students may apply to spend 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 recommendation, an adviser's or dean's reference and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. Financial aid is not available for these programs except the visiting program in mathematics.

Information and application material may be obtained by visiting www.smith.edu/admission 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 academic achievement, an autobiographical essay and an exchange of information in the interview. A candidate
should schedule her interview appointment before submitting 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 credits 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.

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

• at least 24 years old
• a veteran
• responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 11. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Office of Admission.
Academic Rules and Procedures

Requirements for the Degree

The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. For those entering as first-year students, satisfactory completion of a writing intensive course in the first year is required.

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

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (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. Normally, students may not change the designated number of credits for a variable credit special studies.

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 yearlong course with credit at midyear. The petition must be signed by the instructor of the course, the student’s adviser and the chair of the department concerned before it is submitted to the class dean.
Seminars
Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

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

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

Independent Study
Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 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 $30, payable at the time of registration. In addition, a fine of $30 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.

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.
Five College Course Enrollments

Students planning to enroll in a course at one of the other four institutions may submit their requests online through BannerWeb. Five College course requests should be submitted during the period for advising and selection 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 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 registration procedures and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review; however, Smith College does not accept all Five College courses for credit toward the Smith degree. Courses offered through the UMass Continuing Education Department are not part of the Five College Interchange. Students may not receive transfer credit for Continuing Education courses completed while in residence at Smith College, but may receive credit for those offered during Interterm and summer.

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

Academic Credit

Grading System

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

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

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

Satisfactory/Unsatisfactory Option

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

1) the instructor approves the option;
2) the student declares the grading option for Smith courses by the end of the ninth week of classes.

Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearlong courses designated by a "D" in the course number. In yearlong courses designated by a "Y" students may elect a separate grading option for each semester. Students electing the S/U
option for both semesters of a yearlong course must do so each semester.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for the satisfactory/unsatisfactory grading option, regardless of how many graded credits students are enrolled in per semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

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.

Transfer credit policies and guidelines are published online at the registrar’s office Web site and are available at the class deans’ office.

Summer-School Credit

Students may accrue a maximum of 12 approved summer-school credits toward their Smith degree with an overall maximum of 32 credits of combined 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. 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 or required to withdraw; 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. Students may authorize the release of information from their education records to their parents by completing the appropriate form at the registrar’s office.

Leaves, Withdrawal and Readmission

Off-Campus Study or Personal Leaves

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

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

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

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class 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 on approved off-campus study or personal leave is expected to adhere to the policies regarding such absences (available in the class dean’s office). A student’s account must be in good standing or the request will not be approved.

Medical Leave

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

**Short-Term Medical Leave**

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

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

**Mandatory Medical Leave**

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

**Withdrawal and Readmission**

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

A withdrawn student must apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be withdrawn for at least one full semester.

A student who was formerly enrolled as a traditional student may not return as an Ada Comstock Scholar unless she has been away from the college for at least five years. Any student who has been away from Smith College for five or more years should make an appointment to speak with the dean of Ada Comstock Scholars before applying for readmission.
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 absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester; and the student must withdraw from the college.

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

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

Degree Programs

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

Master of Science in Biological Sciences

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

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-semester, eight-credit course. Two copies must be presented to the committee for deposit in the library. The thesis may be completed in absentia only by special permission of the department and of the director of graduate 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. 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 2008 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 Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063; phone (413) 585-3232.

Master of Fine Arts in Playwriting

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

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

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

Cooperative Ph.D. Program
A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, history and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should 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 ssadmis@smith.edu. Information can also be found at the school’s Web site at www.smith.edu/ssw.

Nondegree Studies
Certificate of Graduate Studies
Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year’s program of study under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade of B– or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies
This is a highly competitive one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor’s degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555 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.

Post-Baccalaureate Program: The Center for Women in Mathematics at Smith College
Supported by NSF Grant 0611020 and Smith College
The Center for Women in Mathematics is a place for women to get intensive training in mathematics at the advanced undergraduate level. It is an opportunity to do math in a community that is fun, friendly and serious about mathematics. The experience should also help build the skills and confidence needed to continue to graduate school in the mathematical sciences. The Post-Baccalaureate Program is for women with bachelor’s degrees who did not major in mathematics or whose mathematics major was light.

This program is designed to improve students’ preparation and motivation to help them determine if they want to continue to graduate school in the mathematical sciences. Students take three math courses each semester, including the Seminar in Advanced Mathematics. They have the opportunity to join a research team, working on a project with a Smith faculty member. There will be workshops on applying
to graduate school and taking the GREs to supplement individual mentoring. The program is open to all women who have graduated from college with some course work in mathematics above the level of calculus and an interest in pursuing it further. Full tuition and a living stipend is available to U.S. citizens and permanent residents who are admitted to the program.

Applications & Contact Information
For more information, or to request application materials, please contact Ruth Haas, Chair, Department of Mathematics and Statistics, Smith College, Northampton, MA 01063, telephone: 413-585-3872, e-mail: mathchair@email.smith.edu

Financial Aid
Post-baccalaureate students (American Citizens or permanent residents) are eligible for a fellowship which includes full tuition and a stipend of $12,500 for the academic year.

To apply
All applicants should include letters of recommendation from at least two mathematics professors, and a personal statement that describes how this program fits with the applicant's background and goals. Applicants for the post-baccalaureate program should have taken at least one course beyond the level of calculus.

Applications are reviewed on a rolling basis. The preferred deadline for January entrance is October 15, but applications are accepted through December 15. For September entrance, the preferred deadline is March 15, but applications are accepted through July 1. Students applying for financial aid are encouraged to apply by the preferred deadlines as funds are limited. Applications are processed through the office of Graduate and Special Programs.

Nondegree Students
Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Graduate and Special Programs office. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Tuition must be paid in full before a nondegree student is allowed to register. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

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

Housing and Health Services

Housing
A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with single bedrooms, large kitchen and no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board. For further details, send e-mail to gradstdy@email.smith.edu.

For individuals wishing to check the local rental market, go to www.gazettenet.com/classifieds to find “Real Estate for Rent” and www.cshrc.org. It is advisable to begin looking for housing as soon as you have decided to enroll.

Health Services
Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program (see pp. 22 and 23 for complete information).

Finances

Tuition and Other Fees

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<tr>
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<tr>
<td>Full tuition, for the year</td>
<td>$33,940</td>
</tr>
<tr>
<td>16 credits or more per semester</td>
<td>$1,060</td>
</tr>
<tr>
<td>Part-time tuition</td>
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<tr>
<td>Fee per credit</td>
<td>$1,060</td>
</tr>
<tr>
<td>Summer Intern Teaching Program tuition for</td>
<td>$2,500</td>
</tr>
<tr>
<td>degree candidates</td>
<td></td>
</tr>
<tr>
<td>Continuation fee, per semester</td>
<td>$55</td>
</tr>
<tr>
<td>Room only for the academic year</td>
<td>$5,730</td>
</tr>
</tbody>
</table>
Health insurance estimate
(if coverage will begin August 15) .................. $2,150
(if coverage will begin June 15) .................... $2,450

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 2007–08, the stipend for full teaching fellows is $11,440 for a first-year fellow and $11,960 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.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate programs a written request for an extension before the end of the semester in which the grade is due. The request should include the reason the extension is needed and a specific date by which the student proposes to complete the work. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor, and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student.

Changes in Course Registration

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

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

After the 10th day of classes, a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester): 1) after consultation with the instructor; and 2) with the approval of the adviser and the director of graduate programs.

Instructions and deadlines for registration in Five College courses are distributed by the registrar’s office.
## Courses of Study, 2007-08

<table>
<thead>
<tr>
<th>Designation</th>
<th>Academic Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses of Study, 2007-08</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Minor in African Studies</td>
<td>AFS</td>
</tr>
<tr>
<td>Major and Minor in the Department of Afro-American Studies</td>
<td>AAS</td>
</tr>
<tr>
<td>Interdepartmental Major in American Studies</td>
<td>AMS</td>
</tr>
<tr>
<td>Interdepartmental Minor in Ancient Studies</td>
<td>ANS</td>
</tr>
<tr>
<td>Majors and Minor in Anthropology</td>
<td>ANT</td>
</tr>
<tr>
<td>Interdepartmental Minor in Archaeology</td>
<td>ARC</td>
</tr>
<tr>
<td>Majors and Minors in the Department of Art</td>
<td>ART</td>
</tr>
<tr>
<td>Minors: Architecture and Urbanism</td>
<td>ARU</td>
</tr>
<tr>
<td>Art History</td>
<td>ARH</td>
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<tr>
<td>Graphic Art</td>
<td>ARG</td>
</tr>
<tr>
<td>Studio Art</td>
<td>ARS</td>
</tr>
<tr>
<td>Major and Minor in the Five College Department of Astronomy</td>
<td>AST</td>
</tr>
<tr>
<td>Interdepartmental Minor in Astrophysics</td>
<td>APH</td>
</tr>
<tr>
<td>Interdepartmental Major in Biochemistry</td>
<td>BCH</td>
</tr>
<tr>
<td>Major and Minor in the Department of Biological Sciences</td>
<td>BIO</td>
</tr>
<tr>
<td>Major and Minor in the Department of Chemistry</td>
<td>CHM</td>
</tr>
<tr>
<td>Majors and Minors in the Department of Classical Languages and Literatures</td>
<td>CLS</td>
</tr>
<tr>
<td>Major: Classical Studies</td>
<td>CST</td>
</tr>
<tr>
<td>Majors and Minors: Greek</td>
<td>GRK</td>
</tr>
<tr>
<td>Latin</td>
<td>LAT</td>
</tr>
<tr>
<td>Classics</td>
<td>CLS</td>
</tr>
<tr>
<td>Interdepartmental Major in Comparative Literature</td>
<td>CLT</td>
</tr>
<tr>
<td>Major and Minors in the Department of Computer Science</td>
<td>CSC</td>
</tr>
<tr>
<td>Minors: Digital Art</td>
<td>CDA</td>
</tr>
<tr>
<td>Digital Music</td>
<td>CDM</td>
</tr>
<tr>
<td>Systems Analysis</td>
<td>CSA</td>
</tr>
<tr>
<td>Computer Science and Language</td>
<td>CSL</td>
</tr>
<tr>
<td>Mathematical Foundations of Computer Science</td>
<td>CSF</td>
</tr>
<tr>
<td>Major and Minor in the Five College Dance Department</td>
<td>DAN</td>
</tr>
<tr>
<td>Major and Minor in the Department of East Asian Languages and Literatures*</td>
<td>EAL</td>
</tr>
<tr>
<td>Major: East Asian Languages and Cultures</td>
<td>EAC</td>
</tr>
<tr>
<td>Minor: East Asian Languages and Literatures</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in East Asian Studies</td>
<td>EAS</td>
</tr>
<tr>
<td>Major and Minor in the Department of Economics</td>
<td>ECO</td>
</tr>
<tr>
<td>Major and Minor in the Department of Education and Child Study</td>
<td>EDC</td>
</tr>
<tr>
<td>Major and Minor in the Department of Engineering</td>
<td>EGR</td>
</tr>
</tbody>
</table>

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

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)
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 Major and 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
Interdepartmental Minor in Middle East Studies MES
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

*Portuguese language courses are designated POR.
Deciphering Course Listings

Course Numbering

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

100 level Introductory courses (open to all students)
200 level Intermediate courses (may have prerequisites)
300 level Advanced courses (have prerequisites)
400 level Independent work— the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400  Special Studies (variable credit, as assigned)

408d  (full year; eight credits)
410  Internships (credits as assigned)
420  Independent Study (credits as assigned)
430d  Honors Thesis (full year; eight credits)
431  Honors Thesis (first semester only, eight credits)
432d  Honors Thesis (full year; 12 credits)
500 level Graduate courses— for departments that offer graduate work, independent work is numbered as follows:
580  Special Studies
590  Thesis
900 level Reserved for courses (e.g., music performance) that are identifiable distinct from the other offerings of a department.

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

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

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

Language courses are numbered to provide consistency among departments.

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

Introductory science courses are numbered to provide consistency among departments.

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

Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department’s course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

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

Instructors

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

*1 absent fall semester 2007–08
*2 absent fall semester 2008–09
**1 absent spring semester 2007–08
**2 absent spring semester 2008–09
†1 absent academic year 2007–08
†2 absent academic year 2008–09
§1 director of a Junior Year Abroad Program, academic year 2007–08
§2 director of a Junior Year Abroad Program, academic year 2008–09

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
(E): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor’s usual affiliation.
(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 began at Smith in September 1994 or later and who graduated 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\}:

\begin{itemize}
  \item \text{L} \quad \text{Literature:}
  \item \text{H} \quad \text{Historical studies}
  \item \text{S} \quad \text{Social science}
  \item \text{N} \quad \text{Natural science}
  \item \text{M} \quad \text{Mathematics and analytic philosophy}
  \item \text{A} \quad \text{The arts}
  \item \text{F} \quad \text{A foreign language}
\end{itemize}

The course listings on pp. 67–427 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
- Albert Mosley, Professor of Philosophy
- Katwiwa Mule, Associate Professor of Comparative Literature, Co-Director
- Catharine Newbury, Professor of Government
- David Newbury, Professor of African Studies and History
- Gregory White, Professor of Government
- Louis Wilson, Professor of Afro-American Studies

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**300 Capstone Colloquium in African Studies**

This interdisciplinary Capstone Colloquium allows students to share their interests in Africa through probing readings and vibrant discussions. Incorporating African studies faculty from across the Five Colleges, the course will explore both Western perceptions and lived experience in Africa through such themes as African historiographies, governance and political conflict, development and environmental issues, health and society, African literature and the arts, and youth and popular culture. Students will be asked to write frequent short papers summarizing the different disciplinary approaches to the field. Prerequisites: at least three FC courses in African studies and junior/senior standing; or permission of the instructor. Enrollment limited to 20. (E) 4 credits

David Newbury (History)
Offered Spring 2008 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 410).

**Study Abroad.** Students are encouraged to spend a semester or more in Africa. Information on current programs may be obtained from the African studies director and should be discussed with the minor adviser.
Courses

**Arts, Literature and Humanities**

AFS 300 Capstone Colloquium in African Studies

ARH 130 Introduction to Art History: Africa, Oceania, and Indigenous Americas

CLT 205 Twentieth-Century Literatures of Africa

CLT 230 African Diaspora

CLT 240 Childhood in the Literature of Africa and the African Diaspora

CLT 266 South African Literature and Film

CLT 267 African Women’s Drama

CLT 271 Writing in Translation: Bilingualism in the Post Colonial Novel


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**

HST 101 Biography in African History

HST 256 Introduction to West African History

HST 257 East Africa in the 19th and 20th Centuries

HST 258 History of Central Africa

**Social Sciences**

AAS 202 Topics in Black Studies: Anthropology of the African Diaspora

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 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.
11 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.

Lecturers
Riché Barnes, M.A.
James Carroll

111 Introduction to Black Culture
An introduction to some of the major perspectives, themes and issues in the field of Afro-American studies. Our focus will be on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to black culture. {S} 4 credits
Riché Barnes
Offered Fall 2007

112 Methods of Inquiry
This course is designed to introduce students to the many methods of inquiry used for research in interdisciplinary fields such as Afro-American studies. Guided by a general research topic or theme, students will be exposed to different methods for asking questions and gathering evidence. {S} 4 credits
Adrienne Andrews
Offered Spring 2008

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
Not offered during 2007–08

117 History of Afro-American People to 1960
An examination of the broad contours of the history of the Afro-American in the United States from ca. 1600–1960. Particular emphasis will be given to how Africans influenced virtually every aspect of U.S. society; slavery and constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington and Marcus Garvey; and the rise and fall of racial segregation in the United States. {H} 4 credits
Louis Wilson
Offered Fall 2007

202 Topics in Black Studies
Topic: Anthropology of the African Diaspora. This course, covering an expansive global distance, historical period and intellectual tradition will be divided into two parts. The first half of the course will locate and define the African diaspora and will provide a biocultural, historical, political and economic overview of their descendants’ origins and major movements. The second half of the course will explore how members of the African diaspora negotiate identity, construct citizenship, and develop nation within the Diaspora and in relation to Africa. African diasporic cultures considered may include those residing in North America (including the U.S., Mexico and Canada), Brazil, Cuba and parts of Europe. {S} 4 credits
Riché Barnes
Offered Spring 2008
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. (H) 4 credits
Paula Giddings
Offered Fall 2007

211 Black Cultural Theory
This class will explore the tensions and affinities between canonical schools of contemporary cultural theory and black cultural criticism and production. Enrollment limited to 40. (L/H) 4 credits
Kevin Quashie
Offered Spring 2008

212 Culture and Class in the Afro-American Family
In this course we will examine contemporary African American families from both sociocultural and socioeconomic perspectives. We will explore the issues facing African American families as a consequence of the intersecting of race, class and gender categories of America. The aim of this course is to broaden the student's knowledge of the internal dynamics and diversity of African American family life and to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of African American families. (S) 4 credits
Riché Barnes
Offered Spring 2008

222 Introduction to African American Music: Gospel, Blues and Jazz
The course is designed to introduce the student to the various music forms and their histories within the African American community from the early 19th century to the present. Specifically, the course will focus on spirituals, folk, blues, gospel and jazz. Enrollment limited to 40. (A) 4 credits
James Carroll
Offered Fall 2007

ENG 229 African American Poetry
This survey course explores the diverse poetic contributions made by African Americans. We examine several movements in poetry from the earliest black poets (Phyllis Wheatley and Lucy Terry) to contemporary poetry published in the 21st century (Rita Dove and Elizabeth Alexander). Rather than a steady chronological march through the more than three hundred years of poetry, we will read clusters of poems that best illustrate particular styles, movements, eras, and recurrent themes including: jazz poetry, poetry of social commentary, the Black Arts Movement, modernist lyrics, black feminism and avant-garde poetics. Emphasis on critical close reading and analysis. (E) 4 credits
Danielle Elliott
Offered Fall 2007

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
Offered Fall 2007

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. (L) 4 credits
Daphne Lamothe
Offered Spring 2008

278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention will be given to the factors which contributed to the formative years of "civil rights movements," Black films and music of the era, the rise of "black nationalism," and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Not open to first-year students. Prerequisite: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. (H) 4 credits
Louis Wilson
Offered Spring 2008
335 Seminar: Free Blacks in the U.S. Before 1865
A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the thirteenth amendment. Recommended background: 117. (H) 4 credits
Louis Wilson
Offered Spring 2008

348/ENG 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 Neale 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 2007

ENG 352 Seminar: The Middle Passage in Contemporary Black Literature and Culture
Poet Robert Hayden described the Middle Passage of the slave trade as a “voyage through death” that transported Africans across the Atlantic to the Americas. This course explores the legacy of the Middle Passage in contemporary literature and culture from 1969 to today looking at how past is made present. Through poetry, novels, short stories, film and visual art on the Middle Passage, we will consider how this historical phenomenon works as motif in black culture and site of trauma for black artists. We will examine the ways different genres achieve particular nuances in their expressions of this voyage. Prerequisite: a 200-level course in English or Afro-American studies. (E) (L) 4 credits
Danielle Elliott
Offered Fall 2007

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, its design is intended to 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 2007

Toni Morrison
This seminar will focus on Toni Morrison’s literary production. In reading her novels, essays, lectures and interviews, we will pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language and theory; and her study of love. (L) 4 credits
Kevin Quashie
Offered Fall 2007

Black Feminist Theories
This course will examine historical, critical and theoretical perspectives on the development of black feminist theory/praxis. The course will draw from the 19th century to the present, but will focus on the contemporary black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on “Western” and global feminisms. Central to our exploration will be the analysis of the intersectional relationship between theory and practice and between race, gender and class. We will conclude the course with the exploration of various expressions of contemporary black feminist thought around the globe as a way of broadening our knowledge of feminist theory. 4 credits
Riché Barnes
Offered Fall 2007

370 Seminar: Modern Southern Africa
In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948 to 2000. (H/S) 4 credits
Louis Wilson
Offered Fall 2007
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*
PHI 210 Issues in Recent and Contemporary Philosophy
PHI 254 African Philosophy
PSY 247 Psychology of the Black Experience*
SOC 213 Ethnic Minorities in America*
SOC 218 Urban Politics*
THE 214 Black Theatre*
THE 215 Minstrel Shows*
*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

Requirements: The same as those for the major, with the addition of a thesis. The thesis is normally pursued in the first semester of or throughout the senior year; it substitutes for one or two of the courses listed in the major requirements above. The thesis includes a public presentation and an oral examination.
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 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. (L) 4 credits
Daphne Lamothe
Offered Spring 2008

ANT 240 Anthropology of Museums
This course critically analyzes how the museum enterprise operates as a social agent in both reflecting and informing public culture. The relationship between the development of anthropology as a discipline and the collection of material culture from colonial subjects will be investigated and contemporary practices of self-representation explored. Topics include the art/artifact debate, lynching photography, plantation museums, the formation of national and cultural identity, commodification, consumerism, repatriation, and contested ideas about authenticity and authority. The relationship of the museum to a diverse public with contested agendas will be explored through class exercises, guest speakers, a podcast student project, field trips and written assignments. Effective Spring 2008: Prerequisite: 130 or permission of the instructor. (TI) (S/H) 4 credits
Barbara Kellum
Not offered during 2007–08

ARH 101 Approaches to Visual Representation (C)
Topic: Advertising and Visual Culture
By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multimedia appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we’ll also explore the shifting parameters of “high” art and “low” art, the significance of advertising in contemporary art, and the structuring principles of visual communication. (H/A) 4 credits
Barbara Kellum
Not offered during 2007–08

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 2007–08

EDC 200 Education in the City
The course explores how the challenges facing schools in America’s cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks how have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present...
significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we'll investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers, and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35. {S} 4 credits
Sam Intrator
Offered Fall 2007

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 Kogawa, Junot Diaz, Tony Kushner and the filmmakers John Sayles and Chris Eyre. {L} 4 credits
Richard Millington
Not offered during 2007–08

MUS 205 Topics in Popular Music
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 nonrelationship) 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
Not offered during 2007–08

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
Not offered during 2007–08

PSY 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 3–7-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 Spring 2009

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 to include: Japanese American Buddhist Pioneers; Buddhist and Western Thought; World Parliament of Religions (1893); Buddhist Churches of America (Jodo Shinshu); Zen and the Beats; Soka Gakkai; Chinese Buddhism in America; Insight Meditation Movement; Buddhism of the New Immigrants; “Tibetan” Buddhism, etc. Enrollment limited to 20. {H} 4 credits
Peter Gregory
Not offered during 2007–08

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 2008, Spring 2009
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 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
Not offered during 2007–08

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 last 30 years, to explore the relationships between politicized identities, communities and social movements. Students also practice writing memoirs. Prerequisites: SWG 150 and a literature course. (L/H) 4 credits
Susan Van Dyne
Offered Spring 2008

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. (L/H/A) 4 credits
Kiki Gounaridou
Not offered during 2007–08

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. (A) 4 credits
Sec. 1 & 2: Don Jordan, Fall 2007
Sec. 1 & 2: To be announced, Spring 2008
Offered Fall 2007, Spring 2008
American Studies

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

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 2008, Spring 2009

201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American Studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family structure, social class, and urban experience. Open to
all first- and second-year students, as well as to junior and senior majors. \(L/H\) 4 credits
Floyd Cheung, Daniel Horowitz, Helen Lefkowitz Horowitz, Kevin Rozario, Spring 2008
Offered Spring 2008, Spring 2009

\textbf{202 Methods in American Studies}
An interdisciplinary 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
Daniel Horowitz, Kevin Rozario, Fall 2007
Steve Waksman, Spring 2008
Offered both semesters each year

\textbf{220 Colloquium}
Enrollment limited to 20. 4 credits

In the 'burbs: Culture, Politics, Identity
Perhaps no single occurrence has had so broad an impact upon the overall shape of American life as the move of so much of the nation's population to the suburbs. And perhaps no single occurrence has drawn so much criticism from concerned social commentators. The suburbs are blamed for everything from the homogenization of the U.S. mass culture to the proliferation of new forms of racial and ethnic segregation to the resurgent rise of the political right in the late 20th century. This course will start from the premise that suburbia, politically fraught though it may be, is also a cultural location of considerable complexity which has given rise both to reconstructed forms of social regulation and to new ways of experiencing difference and negotiating cultural conflict in the United States. We will study suburbia from multiple angles and through a range of sources, from select films and novels to ethnographic studies of suburban life. Enrollment limited to 20. \(H/S\)
Steve Waksman
Offered Fall 2007

\textbf{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. Enrollment limited to 20. \(L\) 4 credits
Bukong Tuon, Spring 2008
Offered Spring 2008, Spring 2009

\textbf{235 American Popular Culture}
An analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict.
We examine theoretical texts that help us to “read” popular culture, even as we study specific artifacts from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 25. Admission by permission of the instructor. \( \{H/S\} \) 4 credits
Kevin Rozario
Offered Spring 2008, Spring 2009

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. \( \{H/A\} \) 4 credits
Nan Wolverton
Offered Spring 2008, Spring 2009

340 Symposium in American Studies
Limited to senior majors.

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 (as both 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 2007

Media Cultures
Manufactured images are everywhere, flickering across our computer monitors and television screens, adorning billboards and buses. These images are designed to grab our attention and to motivate us to acts of consumption. But they are also a source of education for us, instilling values and a sense of proper social behavior. Who owns these images? How do they work on our emotions and psyches? How have they shaped the organization of American political and economic life? Why is the media saturated with images of sex and violence? What is the relationship between mass culture, ethics and political mobilization? What has been the role of the media in the “age of terrorism”? Texts to address these questions include novels, memoirs, photographs, graffiti studies, news broadcasts, advertisements, histories of mass culture and theoretical studies of “the society of the spectacle.”
Kevin Rozario
Offered Spring 2008, Spring 2009

351/ENG 384 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
Hilton Als
Offered Spring 2008, Spring 2009
400 Special Studies
Admission by permission of the instructor and the director. 1 to 4 credits
Offered both semesters each year

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

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410 Tutorial on Research Methods at the Smithsonian
Individual supervision by a Smithsonian staff member. Given in Washington, D.C. (H/S) 4 credits
Donald Robinson, Director, Fall 2007
Offered Fall 2007, Fall 2008

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 2007, Fall 2008

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 2007
Offered Fall 2007, Fall 2008

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:** Michael Thurston

**Honors**

**Director:** Kevin Rozario

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

**431 Thesis**
8 credits  
Offered Fall 2007, Fall 2008

**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 2007, Fall 2008

**570 Diploma Thesis**
4 credits  
James Hicks  
Offered Spring 2008, Spring 2009
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 285 Great Cities: Pompeii
ARH 315 Studies in Roman Art
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 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.
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. {S} 4 credits
Donald Joralemon, Suzanne Z. Gottschang, Fernando Armstrong-Fumero, Ruchi Chaturvedi, Fall 2007
Nancy Marie Mithlo, Ruchi Chaturvedi, Spring 2008
Donald Joralemon, Suzanne Z. Gottschang, Fernando Armstrong-Fumero, Ruchi Chaturvedi, Fall 2008
Ruchi Chaturvedi, To be announced, Spring 2009
Offered both semesters each year

230 Africa: Population, Health, and Environment Issues
This course looks at peoples and cultures of Africa with a focus on population, health and environmental issues on the African continent. The course discusses the origin and growth of human populations, distribution and spread of language and ethnic groups, the variety in food production systems (foraging, fishing, pastoralism, agriculture, industrialism), demographic, health, environmental consequences of slavery, colonialism, and economic globalization, and contemporary problems of drought, famine and AIDS in Africa. Effective Spring 2008, prerequisite: permission of the instructor. Enrollment limited to 30. {S/N} 4 credits
Elliot Fratkin
Offered Fall 2007

233 History of Anthropological Theory
This course reviews the major theoretical approaches and directions in cultural anthropology from late 19th century to the present. These approaches include social organization and individual agency, adaptation and evolution of human culture, culture and personality, economic behavior, human ecology, the anthropology of development and change, and post-modern interpretation. The works of major anthropologists are explored including Franz Boas, Bronislaw Malinowski, Margaret Mead, Evans-Pritchard, Claude Levi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Effective Spring 2008, prerequisite: 130 or permission of the instructor. {TI} 4 credits
Elliot Fratkin
Offered Fall 2007
234 Culture, Power and Politics
This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we will explore what an ethnographic perspective can offer to our understandings of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples will be drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism and political performance in modern nation-states. Prerequisite: permission of the instructor. Enrollment limited to 30. (S) 4 credits
Fernando Armstrong-Fumero
Offered Spring 2008, Spring 2009

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. Enrollment limited to 30. Preference given to anthropology majors and minors and environmental science and policy minors. Not open to first year students. Prerequisite: 130 or permission of the instructor. (TI) (S) 4 credits
Elliot Fratkin
Offered Spring 2009

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 the museum enterprise operates as a social agent in both reflecting and informing public culture. The relationship between the development of anthropology as a discipline and the collection of material culture from colonial subjects will be investigated and contemporary practices of self-representation explored. Topics include the art/artifact debate, lynching photography, plantation museums, the formation of national and cultural identity, commodification, consumerism, repatriation, and contested ideas about authenticity and authority. The relationship of the museum to a diverse public with contested agendas will be explored through class exercises, guest speakers, a podcast student project, field trips and written assignments. Effective Spring 2008: Prerequisite: 130 or permission of the instructor. (TI) (S/H) 4 credits
Nancy Marie Mithlo
Offered Fall 2007

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. Enrollment limited to 30. Preference given to Anthropology majors and minors. Not open to first-year students. Prerequisite: permission of the instructor. Enrollment limited to 30. (S) 4 credits
Elliot Fratkin
Offered Fall 2008

245 Tales of Cannibalism and Capital in Latin America
This course introduces students to issues of coloniality, race and class relations and political economy in Latin America. The unifying thread will be a series of folklore traditions that ascribe cannibalistic or vampiric practices to the social systems through which agrarian and hunter-gatherer populations are incorporated into wage labor and the global economy. Major topics include the cultural roots of modernity, Marxian anthropology, dependency theory, cultural resistance, narratives of conquest and colonization, globalization, and notions of personhood and the body. Specific ethnographic examples include studies of several populations from highland Bolivia, Toba hunter-gatherers from northern Argentina, Afro-Columbian peasants, medical stations on the U.S./Mexico border, and urban slums in Brazil.
Effective Spring 2008: Prerequisite: permission of the instructor. Enrollment limited to 30. (S) 4 credits
Fernando Armstrong-Fumero
Offered Fall 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, Fall 2008

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 2008

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 Fall 2008

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. Prerequisite: 130 or permission of the instructor. (TI) (H/S) 4 credits
Donald Joralemon
Offered Spring 2009

258 Performing Culture
This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. Prerequisite: 130 or permission of the instructor. (MI) (A/S) 4 credits
Margaret Sarkissian
Offered Spring 2008

266 Doing Ethnography: Research Methods in Anthropology
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. Effective Spring 2008, prerequisite: 130 or permission of the instructor. (E) (S) 4 credits
Richard Wallace, Fall 2007
Ruchi Chaturvedi, Fall 2008
Offered Fall 2007, Fall 2008
267 Power, History and Communities in South Asia
This course proceeds from the early anthropological writings on religion and caste groups and village and kin-based studies that sought to delineate the structure and function of social organization in South Asia. Through work of historical anthropologists, we will go on to study how colonial interventions and its structures of power worked to order social networks and alliances, as well as ideas and opinions that communities hold about themselves in late colonial South Asia. Postcolonial South Asia has witnessed the emergence of new political languages and groups. Their own desire for recognition and power, which have often led to violent revolts against established nationalist concordances and state hegemony, will be our subject of study in the latter half of the course. (E) 4 credits
Ruchi Chaturvedi
Offered Spring 2008, Spring 2009

268 Anthropology of Contemporary Warfare
Do we know what war is? Do we know what causes it, how is it organized, how both armed combatants and civilians who are often the unarmed victims of war experience it? We will seek to answer these questions through a range of anthropological and historical studies. We will examine the logics of colonialism, imperatives of state formation and the so-called new world order, the forms of mass violence and individual terror they generate, and how that violence continues to shoot through everyday life. (S) 4 credits
Ruchi Chaturvedi
Offered Spring 2008

269 Indigenous Cultures and the State in Mesoamerica
This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we will explore the rise of native state-level societies, the transformations that marked the process of European colonization, and of the relationship of local indigenous communities to post-colonial states and trans-national social movements. Texts used in the course will place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. (S) 4 credits
Fernando Armstrong-Fumero
Offered Fall 2008

Seminars

340 Seminar: Topics in Anthropology

Witchcraft, Sorcery and Modern Communities of Fear
Drawing on the anthropology of phenomena such as witchcraft and sorcery, this course examines feelings of suspicion, doubt and distrust as they pervade lives of people in modern nation-states and communities. Anthropological works on witchcraft and sorcery heighten our awareness of forms of distrust and doubt inherent in social life. Studies of these practices in contemporary times foreground the ways in which the forces of colonialism, nationalism and capital formation generate communities of people who are not just distrustful and fearful of each other, but whose fear of the other consistently erupts into different forms of violence. (S) 4 credits
Ruchi Chaturvedi
Offered Fall 2007

Anthropology and History
This course explores the intersections between anthropology and history. The interdisciplinary reading list will consist of historical and ethnographical texts written by anthropologists, social and cultural analyses written by historians and theoretical discussions that explore the intersections between the two disciplines. Special emphasis will be placed on how we can understand culture in historical terms or on how we can use insights from anthropology to understand the cultures of the past. Other topics will include the relationship between oral and written forms of history, processes of cultural change, and how material culture and other non-linguistic symbols can serve as a means of preserving collective memory. (S) 4 credits
Fernando Armstrong-Fumero
Offered Spring 2008, Spring 2009

Human Rights in Violent Times
This seminar examines the career of human rights discourse and practices in the light of different forms of political violence that the world has witnessed since World War II. Has the human rights discourse been able to face up to the demands for political freedom and justice; when and how has it fallen short? How do human rights configure the relationship between individuals, their communities and nation-states? How
have the arguments about cultural relativism and universality of human rights influenced each other? And, how has the human rights framework played itself out in war crime tribunals, truth commissions, etc., in post-conflict societies of Africa, Latin America and Eastern Europe? In this seminar, we will seek to answer these questions by drawing on anthropological and historical writings on these societies, and analytical treatises on rights, violence and transitional justice. (S) 4 credits
Ruchi Chaturvedi
Offered Spring 2009

342 Seminar: Topics in Anthropology
Topic: Traditional Chinese Medicine: Transformations and Transitions in China, Japan and the U.S.
With a history of over 4,000 years, Traditional Chinese Medicine (TCM) is often perceived as a timeless, unchanging medical tradition. TCM, however, has undergone numerous transitions and transformations throughout its history. TCM has also traveled throughout the world where its principles and theories have been adopted in the development of medical systems in Japan and Korea among others. In the past 30 years, TCM has gained increasing popularity and credibility in the United States and Europe. This course examines how Traditional Chinese Medicine, much as any medical system of theory and practice, responds to historical and contemporary social, economic and political forces within China and in countries such as Japan and the United States. Students will explore the broad question as to what constitutes TCM through time and across cultures as a means to better understand the processes of translation and transformation of theories, beliefs and practices in different cultural, political, economic and social contexts. (S) 4 credits
Suzanne Z. Gottschang
Offered Spring 2008

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, Spring 2009

347 Seminar: Topics in Anthropology
Topic: Ethnographic Film Studies. This course considers the history and development of ethnographic and transcultural filmmaking. It is an in-depth exploration of important anthropological films in terms of content, methodology and techniques. The multiple and sometimes conflicting motivations of filmmakers, subjects, sponsors and audience will be examined with a consideration given to the challenges of new anthropological paradigms and indigenous media productions. Issues of gender, authorship and power are discussed through screenings, lecture, ethnographies, theoretical readings and classroom discussions. Students will develop a critical perspective for viewing films, videos and representations. This course requires additional weekly film screenings outside of class. (H/S) 4 credits
Nancy Marie Mithlo
Offered Fall 2007

348 Seminar: Topics in Development Anthropology
Indigenous Systems of Healing in Africa
This seminar focuses on the variety of healing systems in Africa. We approach the issue of healing in Africa from an anthropological perspective where concepts of health, illness and therapies are embedded in cultural, social and historical contexts of the particular societies practicing them. Topics include the internal logic and practices of indigenous healing systems including both empirical practices of herbal medicines, midwifery, and bone setting to spiritually based therapies including divination, trance and drumming, ancestor worship, sorcery and witchcraft. The course will also examine the integration of, and contradictions between, traditional and Western approaches to healing, particularly in areas of reproductive health, mental illness and HIV/AIDS. Prerequisite: ANT 230 or permission of the instructor. (S) 4 credits
Elliot Fratkin
Offered Spring 2008

Anthropology and Non-Government Organizations
This course looks at the roles anthropologists play in the development practices of government and non-government organizations. Particular experiences and contributions of anthropologists to projects in health, women and development, food and humanitarian relief, human rights and advocacy are read and discussed. Students will conduct independent research projects investigating and critiquing particular projects.
anthropologists have engaged in with organizations such as Oxfam International, United Nations Development Program or the United States Agency for International Development. Prerequisite: ANT 241 or permission of the instructor. {S} 4 credits
Elliot Fratkin
Offered Spring 2009

Cross-listed and Interdepartmental Courses

AAS 202 Topics in Black Studies
Topic: Anthropology of the African Diaspora
Riché Barnes
Offered Spring 2008

MUS 220 Topics in World Music
Topic: Popular Music of the Islamic World
Margaret Sarkissian
Offered Fall 2007

MUS 220 Topics in World Music
Topic: Women in Sub-Saharan African Music
Bode Omojola
Offered Spring 2008

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: 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

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: 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.
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.

FYS 153 Excavating Women
The interdisciplinary seminar will explore a little-known area in the history of archaeology: the participation and legacy of women from the time of Thomas Jefferson to today. Students will learn by analyzing the lives, achievements and experiences of women who devoted themselves to this pursuit or advanced it through their support of those who did. The class involves students in the professor’s innovative methodology, archival archaeology and current area of research. Enrollment limited to 15. (E) WI (H/S) 4 credits
Susan Heuck Allen
Offered Spring 2008

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 2008

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

The Minor
Requirements:
1. ARC 211.
2. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by the Advisory Committee. The project may be done in a variety of ways and places; for example, it may be excavation (field work), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests.

This project may be, but does not need to be, one for which the student receives academic credit. If
the project is an extensive one for which academic credit is approved by the Registrar and the Advisory Committee, it may count as one of the six courses required for this minor.

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

No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.
Art

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

**Professors**
Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)

**1** Dwight Pogue, M.F.A.
**1** Gary L. Niswonger, M.Ed., M.F.A.
**1** 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., Associate Chair

**1** Brigitte Buettner, Ph.D.

**Kennedy Professor in Renaissance Studies**
Caroline Elam, Ph.D.

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

**Associate Professors**
John Moore, Ph.D.
Dana Leibsohn, Ph.D.
Lynne Yamamoto, MA

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

**Assistant Professors**
Frazer Ward, Ph.D.
Fraser Stables, M.F.A.

**1** André Dombrowski, Ph.D.

**Visiting Assistant Professor**
Linda Kim, Ph.D.

**Senior Lecturer**
John Gibson, M.F.A.

**Lecturers**
Carl Caivano, M.F.A.
Katherine Schneider, M.F.A.
Martin Antonetti, M.S.L.S.
Kirin Joya Makker, MA, M.Arch.
Ajay Sinha, Ph.D.
Christine Geiler Andrews, Ph.D.
Jonathan Katz, Ph.D.

The Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion, and history taken in the first two years to be most valuable. A reading knowledge of foreign languages is useful for historical courses. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

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

**A. The History of Art**

**Introductory Courses**

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

**ARH 101 Approaches to Visual Representation (C)**

Emphasizing discussion and short written assignments, these colloquia have as their goal the development of art historical skills of description, analysis and interpretation. Each section is limited to 18 with priority given to first- and second-year students.

The Home as a Work of Art

Using examples of domestic design throughout the world and the ages, we will examine in detail various
facets of the setting and the building, its spatial organization, materials and accoutrements, and the way it serves and represents ideas about gender, the family as a social and productive unit, and moral and aesthetic values. Enrollment limited to 16. \{H/A\} 4 credits
Linda Kim
Offered Fall 2007

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\} WI 4 credits
Brigitte Buettner
Offered Fall 2007

Buddhist Art
Selected themes and monuments of Buddhist art from India, China and Japan, introducing the stupa, images of the Buddha and Bodhisattva, narrative relief, cave temple art, painting and temple architecture. \{H/A\} WI 4 credits
Marylin Rhie
Offered Fall 2007

Writing Art/Art Writing
This class will introduce students to a wide range of art objects and ways of writing about them, considering both art and writing from various historical periods, and including different cultural and disciplinary perspectives. The class will consider writing—always together with the objects it seeks to understand—from within art history, as well as artists’ writing fiction, popular media, and texts from disciplines including anthropology, sociology and philosophy. Topics may include: indigenous critiques of anthropological writing about Australian aboriginal art, and the reception of aboriginal art within contemporary art; artists’ writings in relation to criticism of their works, and in relation to biographical and fictional accounts of their lives; the ways in which scholarship appropriates fragmentary ancient material; poetry that takes visual art as its starting point; visual art that is primarily textual. Students will learn to assess what is at stake in different ways of writing about art, in relation to the contexts in which both the art and the writing appear. \{A/H\} WI 4 credits
Christine Andrews
Offered Fall 2007, Spring 2008

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
John Moore
Offered Spring 2008

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
Ajay Sinha
Offered Fall 2007

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 2008

Lectures and Colloquia

Group I

**ARH 205 Inka and Aztec: Visual Culture and Imperial Desire**
What is an ancient empire? How do contemporary ideas about sacrifice and the sacred, about land and luxury, shape our knowledge of imperial states and their ambitions? This course addresses these questions by focusing upon two imperial projects in the Americas—the Inka and the Aztec. In addition to pre-Hispanic images, objects and urban environments, we discuss relationships between gender, labor and imperial art; how tourism both preserves and makes Inka history; the politics of exhibiting Aztec visual culture; and distinctions between indigenous, popular and academic modes of interpretation. All required reading and assignments are in English; written work will be accepted in English or Spanish. *(H/A)* 4 credits
Dana Leibsohn
Offered Spring 2008

**ARH 285 Great Cities (L)**
Topic: Pompeii. A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freedpeople as patrons of the arts will be emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th, 19th, and 20th century art will also be discussed. No prerequisite. *(H/A)* 4 credits
Barbara Kellum
Offered Fall 2007

Group II

**ARH 222 The Art of China (L)**
The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. *(H/A)* 4 credits
Marilyn Rhie
Offered Spring 2008

**EAS 270 Colloquium in East Asian Studies**
Topic: Art of Korea. Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. *(A/H)* 4 credits
Marilyn Rhie
Offered Fall 2007
Counts toward Group II history of art courses.

Group III

**ARH 240 Art Historical Studies (C)**
Magnificence and the Arts in Medicean Florence, c. 1450–1500 *(C)*
Pending CAP approval
This course will examine the extraordinary achievements of Florentine visual culture in the fifteenth century (painting, drawing, sculpture, architecture, manuscript illumination, prints, woodwork and the so-called decorative arts) as the product of various kinds of interaction and collaboration: between patrons and artists; between masters, apprentices and workshops; between practitioners of the various arts of design; between humanists, poets and artists. The patronage of successive members of the Medici family (Cosimo il Vecchio, Piero and Giovanni di Cosimo, Lorenzo the
Magnificent) will be analysed, as well as the change in cultural climate after the expulsion of the Medici in 1494, and the influence of the millenarian preacher, Girolamo Savonarola. The many artists to be discussed will include Filippo and Filippino Lippi, Baldovinetti, the Pollaiuolo brothers, Verrocchio, Leonardo da Vinci, Botticelli, Ghirlandaio, Giuliano da Sangallo, Piero di Cosimo and the young Michelangelo. (H/A) 4 credits
Caroline Elam
Offered Spring 2008

Costly raw materials and boundlessly creative workmanship were expended to fashion and acquire cameos and engraved gems, ceramics, clothing, embroidery, enamel, furniture, ivory, jewelry, manuscripts, medals, metalwork, printed books with luxurious bindings and tapestries. This course will examine these and other “minor” arts with an eye toward reconstructing their rich cultural, symbolic and aesthetic charge; their role in the conduct of diplomacy and statecraft; and original contexts of production, marketing, patronage, use, collecting and display. This course includes required field trips. (H/A) 4 credits
John Moore
Offered Spring 2008

The course charts the varying dreams Italy engendered over the course of four centuries. Sixteenth-century artists were drawn to the remains of classical antiquity. Their 17th-century successors set the trend for idealized visions of the “campagna.” However, by the end of the 19th century rather than being the locus of perfect harmony, Italy had become a splendid backdrop to intense longing and melancholy dreams. The coursework will be supported by a concurrent exhibition from the SCMA’s permanent collection and local loans. Prerequisite: ARH 101 or ARH 140 or equivalent. Offered first half of the semester only. (E) (H/A) 2 credits
Henk van Os
Offered Fall 2007

ARH 242 Early Italian Renaissance Art (L)
The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena) which will inform the art of generations to come. A revival of interest in the liberal arts tradition and the classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century. The course will examine 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, within the context of the flowering of humanist courts in Florence, Urbino, Mantua and Ferrara. (H/A) 4 credits
Craig Felton
Offered Fall 2007
African-American Art
Pending CAP Approval
This course traces the history of African American art, beginning with several key culture groups in Africa and extending into the African-inspired material culture of slaves and, later, encompassing the works of formally trained as well as self-taught painters, sculptors, photographers and artists working in multimedia up to the present. Special emphasis will be placed upon the resonances of African artistic traditions in African American art. These works will be situated within the contexts of critical race theory, social and political movements, collectors and patrons, early critics and theorists of the black avant-garde, influential exhibitions, and the opposition between elite and popular cultures. Enrollment limited to 18. {H/A} 4 credits
Linda Kim
Offered Fall 2007

ARH 264 Arts in North America: Colonial Period to Civil War (L)
Art and architecture of the English colonies, the early U.S. republic, and the antebellum period. Emphasis on the cultural significance of portraiture, the development of national and regional schools of genre and landscape painting, and the changing stylistic modalities in architecture. Prerequisite: one 100-level art history course, or permission of the instructor. {H/A} 4 credits
Linda Kim
Offered Fall 2007

ARH 265 Arts in the United States after the Civil War (L)
Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism, and the expansive years during and after World War II. Recommended background: ARH 101 or 140. {H/A} 4 credits
Linda Kim
Offered Fall 2007

ARH 272 Art and Revolution in Europe, 1789–1889
This course surveys the major trends in European painting and sculpture—including some urbanism and visual culture—of the tumultuous century following the French Revolution of 1789. Starting with Jacques-Louis David and revolutionary iconoclasm, we will end with Post-Impressionism and the spectacular cast-iron construction of the Eiffel Tower for the 1889 Paris World’s Fair. Throughout, we will recover the original radicality of art’s formal and conceptual innovations during the 19th century: confidently overt brush-work, a mingling of high and low, and an aesthetization of politics, empire, sexuality, technology and modernity. Prerequisite: a 100-level course in art history, or permission of the instructor. {H/A} 4 credits
André Dombrowski
Offered Fall 2007

ARH 281 Modernism and the Neo-Avant-Gardes, 1945–68 (L)
This course surveys major developments in international art framed by the end of World War II, the emergence of postcolonial states in the post-war period and the social movements of the 1960s. Movements in art from abstract expressionism to the art of institutional critique are considered in relation to their international reception and adaptation, their rhetorical, cultural, social and political contexts and in terms of transformations in ideas of modernism and the avant-garde. Not open to students who have taken ARH 279. Prerequisite: one 100-level art history course or permission of the instructor. {H/A} 4 credits
Frazer Ward
Offered Spring 2008

ARH 283 Architecture Since 1945 (L)
This course presents a global survey of architecture and urbanism since 1945, from post-World War II reconstruction and planning, through critiques of modernism, to postmodernism, deconstruction, critical regionalism and beyond. Major buildings, projects, movements and tendencies are examined in their historical, theoretical and rhetorical contexts. Prerequisite: ARH 101 or 140. {H/A} 4 credits
Frazer Ward
Offered Fall 2007

Other 200-Level Courses

ARH 292/ENG 293 The Art and History of the Book (C)
A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the middle ages to contemporary artists’ books. The course
will examine the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. (H/A) 4 credits
Martin Antonetti
Offered Fall 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
André Dombrowski
Offered Fall 2007

ARH 315 Studies in Roman Art (S)
Topic: At Home in Pompeii. The houses of ancient Pompeii with their juxtapositions of wall-paintings, gardens, and objects of display, will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatricals of social interaction in everyday life in another time and place.
(H/A) 4 credits
Barbara Kellum
Offered Spring 2008

ARH 350 The Arts in England, 1485–1714 (S)
Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, revolution and regicide, and a much-vaulted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of “the Englishness of English art,” we shall study the careers of the painters, printmakers, sculptors, architects, and landscape designers whose collective efforts made English art, at long last, one to be reckoned with. (H/A) 4 credits
John Moore
Offered Fall 2007

ARH 352: Studies in Art History (S)
Topic: Trading Partners: Visual Culture and Economies of Exchange. Trade and cross-cultural exchange form the central themes of this seminar. Focusing upon early modernity, circa 1500–1800, we consider the relationship among visual culture, long-distance trade and travel. Among the issues we consider: how local desires for foreign commodities—such as Chinese porcelains, African ivories, Dutch tulips, Indonesian spices, Indian textiles and American silver—shaped the visual culture of daily lives; and how travelers, be they merchants or conquistadors, slaves or scientists, pilgrims or refugees, changed local visual cultures. Research projects may focus on any region(s) of the early modern world. Open to majors across the curriculum. Preference given to students with reading knowledge of at least two languages (English and one language relevant to individual research interests). (H/A) 4 credits
Dana Leibsohn
Offered Fall 2007

Cross Listed And Interdepartmental Courses
The following courses in other departments, are particularly good supplements to the art major and minor.
AMS 302 The Material Culture of New England
1630–1860
Not for seminar credit.

ARC 211 Introduction to Archaeology

GER 227 Topics in German Studies: What Color Is the Earth? What Color Is the Sky?

HST/EAS 218 Thought and Art of Medieval China

LSS 105 Introduction to Landscape Studies

MTH 227 Topics in Modern Mathematics: Mathematical Sculptures

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
Carl Caivano
Offered Spring 2008

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
Paola Ferrario, Lynne Yamamoto
Offered both semesters

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

ARS 164 Three-Dimensional Design
An introduction to design principles as applied to three-dimensional form. (A) 4 credits
Lynne Yamamoto
Offered Fall 2007

Intermediate Courses

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

ARS 263 Intermediate Digital Media
This course will build working knowledge of multimedia digital artwork through experience with multimedia authoring, Web development, sound and animation software. Prerequisite: ARS 162. (A) 4 credits
John Slepian
Offered Fall 2007

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
Katherine Schneider
Offered Fall 2007
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
Susan Heideman, Katherine Schneider
Offered both semesters

ARS 267 Watercolor Painting
Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 163 and 266, or permission of the instructor. Enrollment limited to 15. (A) 4 credits
Susan Heideman
Offered Fall 2007

ARS 269 Offset Printmaking I
Introduction to the printmaking technique of hand drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. Prerequisites: 161, or permission of the instructor. Enrollment limited to 12. (A) 4 credits
Dwight Pogue
Offered Fall 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 Spring 2008

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 2007

ARS 274 Projects in Installation I
This is a course that introduces students to different installation strategies (e.g., working with multiples, found objects, light and site-specificity). Coursework includes a series of projects, critiques, readings and a paper. Prerequisite: ARS 164, or permission of the instructor. Enrollment limited to 15. (A) 4 credits
Lynne Yamamoto
Offered Fall 2007

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 2007

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. (A/S) 4 credits
To be announced
Offered Fall 2007

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 2007

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 Spring 2008

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 361 Interactive Digital Multimedia
This art studio course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) — developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this studio course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. (A) 4 credits
John Slepian
Offered Spring 2008

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 2008

ARS 369 Offset Printmaking II
Advanced study in Printmaking. Emphasis on color printing in lithography, block printing and photoprintmaking. Prerequisite: 269 or permission of the instructor. Enrollment limited to 12. (A) 4 credits
Dwight Pogue
Offered Spring 2008

ARS 370 Projects in Installation II
An advanced course for students already familiar with basis strategies involved in making installations. Students work in a range of media (object oriented, performative, audio/video or combinations). Projects will be driven by a selection of topics (e.g., time and narrative, the body, history and memory, exchange and commerce, audience engagement and the spectacle). The topic(s) will change from year to year. Coursework includes conceptualizing and executing projects, critiques, readings and a paper. Prerequisite: ARS 274. (A) 4 credits
Lynn Yamamoto
Offered Spring 2008

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 2008

ARS 375 The Book: Theory and Practice II
An opportunity for a student already familiar with the basic principles of the book arts and the structure of the book to pursue such as a manuscript or printed book based on the skills learned in the Book: Theory and Practice I, or commensurate studies elsewhere. All studies will be thoroughly augmented with study of original historical materials from the Mortimer Rare Book Room. Prerequisite ARS 275 and/or permission of the instructor. Enrollment limited to 12. (A) 4 credits
Barry Moser
Offered Spring 2008
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 2007–08 to include digital photography and digital printing). Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. (A) 4 credits
Fraser Stables, Paola Ferrario
Offered both semesters

ARS 384 Advanced Studies in Photography
Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. (A) 4 credits
Paola Ferrario
Offered Spring 2008

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: Real Life
Spring Topic: Anything Goes (A) 4 credits
Fraser Stables, Dwight Pogue
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
Kirin Makker
Offered Fall 2007

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 multimedia 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
Kirin Makker
Offered Spring 2008

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. Particular emphasis will be placed on thematic development within student work. Sketchbook, 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 2007

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 for 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 2007

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 2008

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
The following courses in other departments, are particularly good supplements to the art major and minor:

FLS 280 Introduction to Video Production

Honors

Co-directors of the Honors Committee:
Art History: Dana Leibsohn; Studio Art: Lynne Yamamoto

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 Buechner, 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, Lynne Yamamoto

Art History Adviser for Study Abroad: John Moore

Art Studio Adviser for Study Abroad: A. Lee Burns

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, 205, 206, 208, 210, 212, 214, 216, 285

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 Five-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.

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 2007–08, the 200-level courses that focus on architecture are for the Fall semester: ARH 250.
264, 283, 285. For the Spring semester: ARH 205, 222, 265.

6. One seminar in the history of art normally taken at Smith, with the research paper written on an architectural topic.

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

The Minors

Plan 1, History of Art
Designed for students who, although a major in another department, wish to focus some of their attention on the history of art. With the assistance of their advisors, 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 Dom browski, 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 2007–08, the 200-level courses that focus on architecture are for the Fall semester: ARH 250, 264, 283, 285. For the Spring semester: ARH 205, 222, 265.

Plan 4, Graphic Arts
Advisers: Dwight Pogue, Gary Niswonger

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

Professor
**1, **2 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 Dyer, Ph.D. (Professor, Mount Holyoke College)

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

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

The astronomy department is a collaborative Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. Because of differences among the academic calendars of each school, courses designated “FC” may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College Astronomy office (545-2194) 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 2007

102 Sky I: Time
Explore the concept of time, with emphasis on the astronomical roots of clocks and calendars. Observe and measure the cyclical motions of the sun, the moon and the stars and understand phases of the moon, lunar and solar eclipses, seasons. Designed for non-science majors. Enrollment limited to 25 per section. **(N)** 3 credits
Suzan Edwards, Meg Thacher
Offered Fall 2007

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 2007
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) 4 credits
Gary Felder
Not offered in 2007–08

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 2007

113 Telescopes and Techniques
A beginning class in observational astronomy for students who have taken or are currently taking a physical science class or the equivalent. Become proficient using the telescopes of the McConnell Rooftop observatory to observe celestial objects, including the moon, the sun, the planets, stars, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes and digital cameras work. Take digital images of celestial objects and learn basic techniques of digital image processing. Become familiar with measuring and classification techniques in observational astronomy. Enrollment limited to 20 students. (N) 3 credits
James Lowenthal, Meg Thacher
Offered Spring 2008

220 FC20 Topics in Astronomy
Topic: Bringing Astronomy Down to Earth— The Art of Communicating Science through Electronic Media. Integrating creative science writing with visualization through various forms of electronic media (podcasts/vodcasts, animated gifs, interactive java applets, etc.) to communicate astronomy to general public. Prerequisite: one science course in any field. (H/N) 4 credits
Salman Hameed, at Hampshire
Offered Spring 2008

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
Darrby Dyar at Mount Holyoke
Offered Fall 2007

224 FC24 Stellar Astronomy
Discover the fundamental properties of stars from the analysis of digital images and application of basic laws of physics. Extensive use of computers and scientific programming and data analysis. Offered in alternate years with 225. Prerequisites: PHY 115, MTH 111, plus one astronomy class. (N) 4 credits
Suzan Edwards
Not offered in 2007–08

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
Not offered in 2007–08

226 FC26 Cosmology
Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. (N) 4 credits
George Greenstein at Amherst
Offered Fall 2007
330 FC30a Seminar: Topics in Astrophysics
Topic: Mars. An interactive seminar, reading literature and addressing unresolved questions about the Red Planet, such as water on Mars, the Martian atmosphere, surface composition and geomorphic features, life on Mars. Prerequisite: any intermediate-level astronomy or geology course; AST 223 recommended. (N) 4 credits
Darby Dyar at Mount Holyoke
Not offered in 2007–2008

335 FC35 Introduction to Astrophysics
How 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. Topics include direct distance determinations in the solar system and nearby stars, 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, and quasars and the Lyman-alpha forest. Prerequisites: at least one physics course and one astronomy course at the 200-level or above. (N) 4 credits
Grant Wilson at UMass
Offered Fall 2007

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. (N) 4 credits
James Lowenthal
Offered Spring 2008

352 FC52 Astrophysics of Galaxies
The application of physics to the understanding of astrophysical phenomena. Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei; synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics beyond PHY 118. (N) 4 credits
Houjun Mo
Offered Spring 2008

400 Special Studies
Independent research in astronomy. Admission by permission of the department. The student is expected to define her own project and to work independently, under the supervision of a faculty member. 1 to 4 credits
Offered both semesters each year

The Major
Advisers: Suzan Edwards, James Lowenthal

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with a major in physics, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer. Advanced courses in mathematics and a facility in computer programming are strongly encouraged.

Requirements: 44 credits, including 111 or the equivalent; 113; three astronomy courses at the 200 level, including 224 or 225; one astronomy course at the 300 level; PHY 115 and 116. In advance consultation with her adviser, a student may select the remaining credits from 200 or 300 level courses in astronomy or from an appropriate selection of intermediate level courses in closely related fields such as mathematics, physics, engineering, geology, computer science, or the history or philosophy of science.

The Minor
Advisers: Suzan Edwards, James Lowenthal

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

Requirements: 24 credits, including 111; 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; Available to qualified students ready for rigorous independent work.
Biochemistry

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

**Christine White-Ziegler, Ph.D. (Biological Sciences), Director**  
**Stylianos P. Soordilis, Ph.D. (Biological Sciences)**  
**Steven Williams, Ph.D. (Biological Sciences)**  
**Cristina Suarez, Ph.D. (Chemistry)**  
**Adam Hall (Biological Sciences)**

Assistant Professor  
**Elizabeth Jamieson (Chemistry)**  
Carolyn Wetzel, Ph.D. (Biological Sciences)

Senior Lecturer  
**Lâle Aka Burk, Ph.D.**

Laboratory Instructor  
Amy Burnside

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 150 and 151, CHM 111 or 118, 222, 223) as well as BIO 202, 203 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 202 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors, optional for others. **(N)**  
3 credits  
Stylianos Scordilis  
Offered Spring 2008

**253 Biochemistry I Laboratory**
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. **(N)** 2 credits  
Amy Burnside  
Offered Spring 2008

**352 Biochemistry II: Biochemical Dynamics**
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors, optional for others. **(N)**  
3 credits  
Elizabeth Jamieson, Fall 2007  
Members of the department, Fall 2008  
Offered Fall 2007, Fall 2008

**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  
Amy Burnside  
Offered Fall 2007, Fall 2008

**380 Seminar: Topics in Biochemistry**
Cancer: Cells Out of Control  
Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases.
Prerequisites: BIO 202 and BIO 203. \[N\] 3 credits
Sylvanos Scordilis
Offered Spring 2008

Molecular Pathogenesis of Emerging Infectious Diseases
This course will examine the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms will be addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202 or BIO 204. Recommended: BIO 306. \[N\] 3 credits
Christine White-Ziegler
Offered Spring 2009

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 202. \[N\] 3 credits
Adam Hall
Offered Fall 2009

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 150 Cells, Physiology and Development
Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. \[N\] 4 credits
Michael Barresi, Richard Briggs, Carolyn Wetzel
Offered Fall 2007, Spring 2008

BIO 151 Cells, Physiology and Development Laboratory
Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150 (normally taken concurrently). \[N\] 1 credit
Members of the department
Offered Fall 2007, Spring 2008

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. \[N\] 4 credits
Sylvanos Scordilis
Offered Fall 2007

BIO 203 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). \[N\] 1 credit
Graham Kent
Offered Fall 2007

BIO 230 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 and 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 152. Laboratory (BIO 231) is recommended but not required. (N) 4 credits
Robert Dorit
Offered Spring 2008

BIO 231 Genes and Genomes Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning, and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). (N) 1 credit
To be announced
Offered Spring 2008

CHM 111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules, and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules, reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. (N) 5 credits
Kate Queeney, Lâle Aka Burk, Shizuka Hsieh
Offered Fall 2007, Fall 2008

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. (N) 5 credits
Maureen Fagan, Rebecca Thomas, Fall 2007
Offered Fall 2007, Fall 2008

CHM 222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and alkenes, 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
Robert Linck, Maureen Fagan, Maria Bickar, Spring 2008
Members of the department, Spring 2009
Offered Spring 2008, Spring 2009

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: 111 and 223; MTH 111 or equivalent; or permission of the instructor. Enrollment limited to 16 per lab section. (N) 5 credits
Cristina Suarez, Robert Linck, Spring 2008
Offered Spring 2008, Spring 2009

One physiology lecture and lab course from:

BIO 200 Animal Physiology
Animal and human functions required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific
environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. (N) 4 credits
Margaret Anderson
Offered Fall 2007

**BIO 201 Animal Physiology Laboratory**
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. (N) 1 credit
Margaret Anderson
Offered Fall 2007

**BIO 204 Microbiology**
This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 or 111 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. (N) 3 credits
Esteban Monserrate
Offered Spring 2008

**BIO 205 Microbiology Laboratory**
Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique, isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. (N) 2 credits
Esteban Monserrate
Offered Spring 2008

**BIO 312 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 150, and CHM 111 or CHM 118. Laboratory (BIO 313) is recommended but not required. (N) 4 credits
Carolyn Wetzel
Offered Spring 2009

**BIO 313 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 312 (should be taken concurrently). (N) 1 credit
Carolyn Wetzel
Offered Spring 2009

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: MTH 112 or MTH 114. (N) 5 credits
Shizuka Hsieh, Cristina Suarez, Spring 2008
Members of the department, Spring 2009
Offered Spring 2008, Spring 2009

**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 2007, Fall 2008

One elective from:

**BIO 306 Immunology**
An introduction to the immune system covering the molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. (N) 4 credits
Christine White-Ziegler
Offered Fall 2007, Fall 2008
BIO 310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 202, BIO 230, or BIO 206, or permission of the instructor. Laboratory (BIO 311) must be taken concurrently. Enrollment limited to 20. (N) 4 credits
Adam C. Hall
Offered Spring 2009

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. (N) 4 credits
Steven A. Williams
Offered Spring 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 2008

CHM 338 Bio–NMR Spectroscopy and Imaging
This course is designed to provide an understanding of mathematical formulations, electronic elements and experimentally determined parameters related to the study of molecular systems. We will focus on Nuclear Magnetic Resonance as the spectroscopic technique of choice in chemistry and biology. Prerequisites: A knowledge of NMR spectroscopy at the basic level covered in CHM/222 and 223. Offered in alternate years. (N) 4 credits
Cristina Suarez
Offered Fall 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
Julian Tyson, Fall 2007
To be announced, Fall 2008
Offered Fall 2007, Fall 2008

CHM 357 Selected Topics in Biochemistry
Topic: Pharmacology and Drug Design. An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use will also be considered. Prerequisite: BCH 352, or permission of the instructor. Offered in alternate years. (N) 3 credits
David Bickar
Offered Fall 2007, Fall 2009

CHM 369 Bioinorganic Chemistry
This course will provide an introduction to the field of bioinorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. Offered in alternate years. (N) 4 credits
Elizabeth Jamieson
Offered Spring 2009
The Major

**Requirements:** BCH 252 and 253, 352 and 353; BIO 150 and 151, 202 and 203, 230 and 231; CHM 111, 222 and 223, 224, or 118, 222 and 223.

One physiology course from: BIO 200 and 201, 204 and 205 or 312 and 313.

One physical chemistry course from: CHM 332 or 335.

One elective from: BCH 380; BIO 306, 310, 332; CHM 328, 338, 347, 357, 369.

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 150, 151, CHM 111 or 118, 222, 223) as well as BIO 202, 203 and CHM 224 before the junior year.

**Advisers:** Lâle Burk, David Bickar, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Carolyn Wetzel, 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.
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
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.
*1 Steven A. Williams, Ph.D.
Paulette Peckol, Ph.D.
Richard T. Briggs, Ph.D.
Virginia Hayesen, Ph.D.
Michael Marotrigiano, Ph.D.

Associate Professors
Robert Dorit, Ph.D.
Laura A. Katz, Ph.D.
*1 Christine White-Ziegler, Ph.D.
*1 L. David Smith, Ph.D.
†1 Adam Hall, Ph.D.

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

Assistant Professors
Carolyn Wetzel, Ph.D.
**1 Michael Barresi, Ph.D.

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

Lecturers
Esteban Monserrate, Ph.D.
Denise Lello, Ph.D.
Lori Saunders, Ph.D.
Robert Nicholson, MA

Lecturer and Professor Emeritus
C. John Burk, 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.

Courses in the biological sciences are divided into five main sections.

1) Introductory and non-majors courses
(See pp. 114–116)

2) Core courses, required of all biology majors
(See pp. 116–117)

3) 200 and 300 level courses, organized by core area
(See pp. 117–125)

4) Independent research
(See pp. 125–127)

5) Graduate courses
(See pp. 127–128)

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

Introductory and non-major courses

101 Modern Biology for the Concerned Citizen
A course dealing with current issues in biology that are important in understanding today's modern world. Many of these issues present important choices that must be made by individuals and by governments. Topics will include cloning of plants and animals, human cloning, stem cell research, genetically modified foods, bioterrorism, emerging infectious diseases such as Ebola, SARS and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, and human diversity. The course will include
guest lectures, outside readings and in-class discussions. (N) 4 credits
Steven Williams
Offered Spring 2008

103 Economic Botany: Plants and Human Affairs
A consideration of the plants which are useful or harmful to humans; their origins and history, botanical relationships, chemical constituents which make them economically important, and their roles in prehistoric and modern cultures, civilizations and economies. Classes of plants surveyed include those that provide food, timber, fiber, spices, essential oils, medicines, stimulants and narcotics, oils and waxes and other major products. Topics include the history of plant domestication, ethnobotany, biodiversity issues, genetic engineering and biotechnology. No prerequisites. Enrollment limited to 25. (E) 3 credits
Robert Nicholson
Offered Spring 2008

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

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. (N)
Stylianos Scordilis
Offered Fall 2007

Your Genes, Your Chromosomes (Q, R, L)
A study of human genetics at the level of molecules, cells, individuals and populations. Topics covered will include Mendelian genetics, sex determination, pedigree analysis, genetic diseases, genetic counseling and screening, inheritance of complex characters and population genetics. Laboratory sections will provide students with the opportunity to study their own genes and chromosomes. Laboratories will meet in alternate weeks. (N)
Robert Merritt
Offered Fall 2007

Pests, Plagues and Profligates: The Biology of Invasions (W, Q, R)
The study of biological invasions is a relatively new area of science. Much of the research is still observational rather than experimental. What are the patterns of biological invasions? Do invasions correlate with attributes of the organisms that invade or the communities they invade? Is invasion facilitated by what the invaders bring with them (chemical weapons, novel competitive strategies) or what they leave behind (enemies, overcrowding)? The course will begin with some history and then look at notorious invasion stories. Each case study will lead us into basic biology and help us think through some of the theoretical arguments that have been proposed to explain invasion dynamics. (N)
Denise Lello
Offered Fall 2007
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. We will also examine the social and political context of this illness, and the ways in that context shapes our understanding of this disease. (N) WI
Robert Dorit
Offered Spring 2008

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 (scientific, Christian, etc.) 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. We will end with discussion on race and intelligence. Readings will combine primary literature with sections from biology text books. Students will be required to research topics, and to produce several written works. (N) WI
Laura Katz
Offered Fall 2008

Conservation Biology (W, Q, R)
Conservation biology integrates ecological, genetic and evolutionary knowledge to address the global crisis of biodiversity loss and environmental degradation. Topics include threats to biodiversity, the value of biodiversity, and how populations, communities, and ecosystems can be managed sustainably. (N)
L. David Smith
Offered Spring 2009

Bacteria: The Good, The Bad and the Absolutely Necessary (W, Q, L)
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. (N)
Esteban Monserrate
Offered Spring 2009

120 Horticulture: 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. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 32. (N) 3 credits
Michael Marcoctrigiano
Offered Fall 2007

121 Horticulture: 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 120 must be taken concurrently. Enrollment limited to 16 per section. (N) 1 credit
Gabrielle Immerman
Offered Fall 2007

122 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. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 32. (N) 3 credits
Michael Marcoctrigiano
Offered Spring 2008

123 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 122 must be taken concurrently. Enrollment limited to 16 per section. (N) 1 credit
Gabrielle Immerman
Offered Spring 2008

Core Courses

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

150 Cells, Physiology and Development
Students in this course will investigate the structure, function and physiology of cells, the properties of bio-
logical molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. (N) 4 credits
Richard Briggs
Offered Fall 2007, Spring 2008

151 Cells, Physiology and Development Laboratory
Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). (N) 1 credit
Members of the department
Offered Fall 2007, Spring 2008

152 Genetics, Genomics and Evolution
Students in this course will achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include RNA world, Central Dogma, prokaryotic genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics. These principles will be illustrated using four central themes: 1) HIV and AIDS; 2) The making of a fly; 3) A matter of taste; 4) Origin of Species. In addition to lectures, each student will participate in discussion sections that will focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. Enrollment limited to 60. (N) 4 credits
Robert Dorit, Laura Katz,, Robert Merritt, Steven Williams
Offered Fall 2007, Spring 2008

153 Genetics, Genomics and Evolution Laboratory
Laboratory sessions in this course will combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories will include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). (N) 1 credit
Members of the department
Offered Fall 2007, Spring 2008

154 Biodiversity, Ecology and Conservation
Students in this course will investigate the origin, nature and importance of the diversity of life on Earth; key ecological processes and interactions that create and maintain communities and ecosystems; principle threats to the biodiversity; and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, we will emphasize the relevance of diversity and ecological studies in conservation. Assessment is based on a combination of quizzes, exams and a short writing assignment. Laboratory (BIO 155) is recommended but not required. Enrollment limited to 40 students. (N) 4 credits
Stephen Tilley, L. David Smith, Laura Katz
Offered Fall 2007, Spring 2008

155 Biodiversity, Ecology and Conservation Laboratory
Laboratory sessions in this course will combine observational and experimental protocols both in the lab and in the field. Students will gain familiarity with the diverse lineages of life, and will design and conduct research to address specific hypotheses about a subset of lineages. There will also be field trips to local sites where students will engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 154 (normally taken concurrently). (N) 1 credit
Members of the department
Offered Fall 2007, Spring 2008

Upper-level offerings in the Biological Sciences are classified into three categories, corresponding to the areas treated by the core courses listed above.

Courses on Cells, Physiology and Development

200 Animal Physiology
Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. (N) 4 credits
Margaret Anderson
Offered Fall 2007
201 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. \{N\} 1 credit
Margaret Anderson
Offered Fall 2007

202 Cell Biology
The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. \{N\} 4 credits
Stylianos Scordilis
Offered Fall 2007

203 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202 (should be taken concurrently). \{N\} 1 credit
Graham Kent
Offered Fall 2007

204 Microbiology
This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. \{N\} 3 credits
Esteban Monserrate
Offered Spring 2009

205 Microbiology Laboratory
Experiments in this course explore the morphology, physiology, biochemistry, and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique, isolation, identification, and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently. \{N\} 2 credits
Esteban Monserrate
Offered Spring 2008

206 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 150 and CHM 111 or CHM 118. This course does not serve as a prerequisite for BCH 252. Laboratory (BIO 207) is recommended but not required. \{N\} 4 credits
Michael Barresi
Offered Spring 2009

207 Cell Physiology Laboratory
Instructed and self-designed experimentation of single cells and multicellular tissues focused on investigating how cells are structured and function. During the first half of the semester students will be introduced to a variety of microscopy techniques such as bright field, darkfield, phase contrast, epifluorescence, confocal and scanning electron microscopy and time-lapse video microscopy. For the remaining semester, students will focus on visualizing the molecular components of single cells using direct immunofluorescence, and test how those components regulate cell function using the cell culture model system. Students will learn the valuable methodology of cell culture and sterile techniques. Prerequisites: BIO 151 and BIO 236 (normally taken concurrently). \{N\} 1 credit
Michael Barresi, Graham Kent
Offered Spring 2009

300 Neurophysiology
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 200, 202 or 206. Laboratory (BIO 301) must be taken concurrently. \{N\} 4 credits
Richard Olivo
Offered Spring 2008
301 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. (N) 1 credit
Richard Olivo
Offered Spring 2008

302 Developmental Biology
The field of developmental biology tries to address the age-old question of how a single cell can give rise to the complexity and diversity of cells and forms that make us the way we are. Developmental Biology spans all disciplines from cell biology and genetics to ecology and evolution. Therefore, this course should appeal to a wide range of student interests and serve as a chance to unify many of the principles discussed in other courses. Observations of the remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. In addition to textbook reading assignments, students will learn to read and present primary literature, design visual representations of developmental processes and compose an abbreviated grant proposal. In order to fully engage students with the research being presented in class, prominent developmental biologists will Web conference with our class. Prerequisites: All three core course are suggested, at least two required. An upper-level course in cell biology (BIO 230/202 or BIO 236/206), genetics (BIO230 or BIO234) is required. Laboratory (BIO 303) is recommended but not required. (N) 4 credits
Michael Barresi
Offered Fall 2007

303 Developmental Biology Laboratory
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will be embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate Developmental Biology conference with participating local colleges and universities. Prerequisite: BIO 302 (must be taken concurrently). Enrollment limited to 12. (N) 1 credit
Michael Barresi
Offered Fall 2007

304 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. Prerequisite: BIO 202 or 206. Laboratory (BIO 305) is strongly recommended but not required. (N) 4 credits
Richard Briggs
Offered Fall 2007

305 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 304 (should be taken concurrently). (N) 1 credit
Richard Briggs, Judith Wopereis
Offered Fall 2007

306 Immunology
An introduction to the immune system covering the molecular, cellular and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. (N) 4 credits
Michael Barresi
Offered Fall 2007, Fall 2008

307 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. Prerequisite: BIO 306 (must be taken concurrently). Enrollment limited to 16 students. (N) 1 credit
Christine White-Ziegler
Offered Fall 2007
308 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 202 or 206. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 6. (N) 3 credits
Richard Briggs
Offered Spring 2008

309 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 308 must be taken concurrently. (N) 2 credits
Richard Briggs, Judith Wopereis
Offered Spring 2008

310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202, BIO 230 or BIO 206, or permission of the instructor. Laboratory (BIO 311) must be taken concurrently. Enrollment limited to 20. (N) 4 credits
Adam C. Hall
Offered Spring 2009

311 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 310 must be taken concurrently. Enrollment limited to 20 (N) 1 credit
Adam C. Hall
Offered Spring 2009

312 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 150 and CHM 111 or CHM 118. Laboratory (BIO 313) is recommended but not required. (N) 4 credits
Carolyn Wetzels
Offered Spring 2009

313 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 312 (should be taken concurrently). (N) 1 credit
Carolyn Wetzels
Offered Spring 2009

320 Colloquium on Molecular Medicine
A study of cells and their diseased states in humans. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, metabolic, musculoskeletal and neurological disorders, as well as the clinical symptomology and therapeutic possibilities. Several topics will be given by pathologists at Baystate Medical Center. Prerequisite: BIO 202. (N) 4 credits
Stylianos Scordilis
Offered Fall 2008

321 Seminar: Topics in Microbiology
Topic: Molecular Pathogenesis of Emerging Infectious Diseases. This course will examine the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons,
including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms will be addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites BIO 202 or BIO 204. Recommended: BIO 306. (N) 3 credits
Christine White-Ziegler
Offered Spring 2009

322 Seminar: Topics in Cell Biology
Topic: Cancer: Cells Out of Control. Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and BIO 203. (N) 3 credits
Stylianos Scordilis
Offered Spring 2008

Courses on Genetics, Genomics and Evolution

230 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 and 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 152. Laboratory (BIO 231) is recommended but not required. (N) 4 credits
Robert Dorit
Offered Spring 2008

231 Genes and Genomes Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome data-bases. Prerequisite: BIO 230 (should be taken concurrently). (N) 1 credit
To be announced
Offered Spring 2008

232 Evolutionary Biology: 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, the nature of adaptation, the formation of species, and methods of inferring evolutionary relationships. Prerequisite: BIO 152 and a course in statistics, or permission of the instructor. (N) 4 credits
Stephen Tilley
Offered Spring 2008

234 Genetic Analysis
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; recombination, mutation and repair; 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 the genetic structure of populations. Prerequisites: BIO 110 or 152. Laboratory (BIO 235) is recommended but not required. (N) 4 credits
Robert Merritt
Offered Spring 2008

235 Genetics Analysis Laboratory
A laboratory course designed to complement the lecture material in BIO 234. Investigations include an extended, independent analysis of mutations in Drosophila, and several labs devoted to human genetics. Prerequisite: BIO 234 (should be taken concurrently). (N) 1 credit
Robert Merritt
Offered Spring 2008

332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable
elements, gene rearrangement, methods for studying
human genes and genetic diseases, molecular biol-
ology of infectious diseases, genome projects and whole
genome analysis. Reading assignments will be from
a textbook and the primary literature. Each student
will present an in-class presentation and write a paper
on a topic selected in consultation with the instructor.
Enrollment limited to 16. Prerequisite: BIO 230. Labo-
 ratory (BIO 333) is recommended but not required. (N)
4 credits
Steven A. Williams
Offered Spring 2008

333 Molecular Biology of Eukaryotes Laboratory
A laboratory course designed to complement the lecture
material in 332. Advanced techniques used to study the
molecular biology of eukaryotes will be learned in the
context of a semester-long project. These methods will
include techniques for studying genomics and gene
expression including: cDNA library construction, DNA
sequence analysis, Northern blot analysis, RT-PCR,
bioinformatics and others. Enrollment limited to 16.
Prerequisite: BIO 332 (should be taken concurrently)
and BIO 231. (N) 1 credit
To be announced
Offered Spring 2008

334 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 varia-
tion; 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; com-
parative genomics and bioinformatics; applications of
molecular evolution in the fields of molecular medi-
cine, drug design, and disease and the use of molecular
data for systematic, conservation and population biol-
ogy. Prerequisite: BIO 152 or BIO 230 or BIO 232, or
permission of the instructor. Laboratory (BIO 335) is
recommended but not required. (N) 3 credits
Robert Dorit
Offered Fall 2008

335 Molecular Evolution Laboratory
This lab will introduce the computational and quanti-
tative tools underlying contemporary molecular evolu-
tion. We will explore the various approaches to phylo-
genetic reconstruction using molecular data, methods
of data mining in genome databases, comparative
genomics, and the use of molecular data to reconstruct
population and evolutionary history. Students will be
encouraged to explore datasets of particular interest to
them. Prerequisite: BIO 334 (normally taken concur-
rently), or permission of the instructor. Enrollment
limited to 14. (N) 2 credits
Robert Dorit
Offered Spring 2008

350 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 infec-
tious 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 ap-
plied 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 un-
derstand infectious diseases and to develop new strate-
gies for their elimination. (N) 3 credits
Steven A Williams
Offered Fall 2008

351 Topics in Evolutionary Biology
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 under-
standing the evolutionary forces that drive genome
evolution. We will examine genome data from mi-
crobial 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. Prerequisite: BIO 152 or permission of the instructor. (N) 3 credits 
Laura Katz 
Offered Fall 2007

Antibiotics and Antibiotic Resistance 
This seminar will focus on a) The molecular biology of antibiotics; b) the role of antibiotics and antimicrobials in microbial ecosystems; c) the history and future of antibiotic design and use and d) the evolution, mechanisms and medical implications of emerging antibiotic resistance. The course will rely on primarily literature in various fields and will take an explicitly multidisciplinary approach (molecular and evolutionary biology, genetics, ecology, epidemiology and biochemistry) to this critical public health threat. Prerequisite: BIO 152 or permission of the instructor. (N) 3 credits 
Robert Dorit 
Offered Spring 2009

Courses on Biodiversity, Ecology and Conservation

260 Invertebrate Diversity 
Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are also 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. Prerequisite: BIO 154, or permission of the instructor. Laboratory (BIO 261) must be taken concurrently and includes one field trip. (N) 3 credits 
L. David Smith 
Offered Fall 2007

261 Invertebrate Diversity Laboratory 
Examination of a wide variety of live invertebrates with emphasis on the relationship between form and function. Observations on aspects of invertebrate structure, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. One required weekend field trip to the New England coast. (N) 2 credits 
L. David Smith 
Offered Fall 2007

262 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. Prerequisite: BIO 154 or permission of the instructor. Laboratory (BIO 263) is strongly recommended but not required. (N) 4 credits 
Carolyn Wetzel 
Offered Fall 2007

263 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 262 (should be taken concurrently). (N) 1 credit 
Carolyn Wetzel 
Offered Fall 2007

264 Plant Systematics 
Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (BIO 265) must be taken concurrently. (N) 3 credits 
John Burk 
Offered Spring 2008

265 Plant Systematics Laboratory 
Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. BIO 264 must be taken concurrently. (N) 1 credit 
John Burk 
Offered Spring 2008

266 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 154 and a course in statistics, or permission of the instructor. Laboratory (BIO 267) recommended but not required. A weekend field trip will be included. (N) 4 credits
Stephen Tilley
Offered Fall 2007

267 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 266 (normally taken concurrently). (N) 1 credit
Stephen Tilley
Offered Fall 2007

268 Marine Ecology
The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we will study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities, and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Prerequisite: BIO 151 or 154 or GEO 108, or permission of the instructor. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. (N) 3 credits
Paulette Peckol
Offered Fall 2007

269 Marine Ecology Laboratory
The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students will learn to design and analyze experiments and to write in the scientific style. Field trips to Maine and Cape Cod, MA, provide hands on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. (N) 2 credits
Paulette Peckol
Offered Fall 2007

270 Microbial Eukaryotes
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 prokaryotic 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. Prerequisite: BIO 152 or 154. Laboratory (BIO 271) is recommended but not required. (N) 4 credits
Laura Katz
Offered Spring 2008

271 Microbial Eukaryotes Laboratory
The laboratory assignments allow students to observe microbial eukaryotes and use microscopy and molecular techniques for experimentation with these organisms. Emphasis is on completion of an independent project. A one-day field trip is scheduled. BIO 270 must be taken concurrently. (N) 1 credit
Judith Wopereis
To be offered Spring 2008

272 Vertebrate Biology
A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (BIO 273) is recommended but not required. (N) 4 credits
Virginia Hayssen
Offered Spring 2008

273 Vertebrate Biology Laboratory
A largely anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates. Enrollment limited to 20 students. BIO 272 is normally taken with or prior to BIO 273. (N) 1 credit
Virginia Hayssen
Offered Spring 2008

362 Animal Behavior
Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. (N) 3 credits
Virginia Hayssen
Offered Fall 2008
363 Animal Behavior: Methods
Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 262, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students. (N) 3 credits
Virginia Hayssen
Offered Fall 2007

364 Plant Ecology
We often take plants for granted. Their ubiquity underfoot and overhead, on our breakfast table and in pharmaceuticals reflects their fundamental importance to life on earth. This class examines current approaches to studying plant involvement in ecological processes that contribute to the plant assemblage patterns and dynamics that we observe. These include plant-microbe, plant-herbivore and plant pollinator interactions, succession, plant invasions, plant responses to climate change and genetic engineering of agricultural plants. Prerequisite: a course in plant biology, ecology or environmental science, or permission of the instructor: Laboratory (BIO 365) must be taken concurrently. (N) 4 credits
Denise Lello
Offered Fall 2007

365 Plant Ecology Laboratory
This course involves field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. The class will visit bogs, salt and freshwater marshes and riparian wetlands, old-growth forests, agricultural sites and research stations at Harvard Forest and on Cape Cod. BIO 364 must be taken concurrently. (N) 1 credit
Denise Lello
Offered Fall 2007

366 Biogeography
A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. The role of phenomena such as sea level fluctuations, seafloor spread, oceanic currents, biological invasions, and climate change in determining past, present and future global patterns of biodiversity will be considered. Fundamental differences between terrestrial and marine biogeography will be highlighted. Prerequisite: a course in ecology, evolution or organismal biology, or permission of the instructor. (N) 4 credits
Paulette Peckol
Offered Spring 2008

390 Seminar: Topics in Environmental Biology
Topic: Ecology 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 2009

Independent Study

400 Special Studies
Independent investigation in the biological sciences. Variable credit (1 to 5) as assigned
Offered both semesters each year

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.

Adviser for Study Abroad: Paulette Peckol

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 expo-
sure to related fields such as chemistry, physics, geology, engineering, mathematics and computer science.

Prospective majors should consult with biology faculty in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (BIO 100–149) and/or an appropriate core course (BIO 150–156) as well as chemistry (CHM 111 or 118).

The following requirements for the major apply to students declaring their major in the spring of 2007 and beyond. Students from other class years should consult with their advisers concerning major requirements.

The major requires 56 credits.

The core course requirement:

- BIO 150/151: Cells, Physiology and Development/lab
- BIO 152/153: Genetics, Genomics and Evolution/lab
- BIO 154/155: Biodiversity, Ecology and Conservation/lab

CHM 111/118 and a course in statistics are also required. MTH 245 is strongly recommended for biological sciences majors.

The distribution requirement:

All majors must take at least one upper-level course in each of the following three core areas:

- Cells, Physiology and Development: BIO 200–207, 300–322
- Genetics, Genomics and Evolution: BIO 230–235, 332–351

The advanced course requirement:

At least three 300-level courses are required, one of which must be a laboratory course; courses from other departments/programs may be counted, with approval of the adviser.

The laboratory course requirement:
At least six laboratory courses are required, two of which must be core courses laboratories (BIO 151, 153 or 155) and one of which must be at the 300 level. The remaining three laboratories must be chosen from among 200- and 300-level offerings.

With the adviser’s approval, a semester of special studies (400) may count as a 200-level laboratory course, and a semester of honors research (430, 431 or 432) may fulfill the 300-level laboratory requirement.

Elective courses:
Any departmental course at the 200-level or above may be used for elective credit. Students may also count one introductory level course (BIO 100–149).

Up to two courses from other departments or programs may be counted as electives, provided that these relate to a student’s particular interests in biology and are chosen in consultation with her adviser. Such courses might include, but are not 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 biological sciences major. 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:
Majors with scores of 4 or 5 on the Advanced Placement examination in biology may receive four credits toward the major in lieu of one core course (BIO 150, 152 or 154). Students should choose the appropriate core course in consultation with their major advisers or other members of the department.

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 at least one core 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:** Virginia Hayssen

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

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

- **431 Thesis**
  - 8 credits
  - Offered Fall 2007

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

Biochemistry

See pp. 108–113

Environmental Science and Policy

See pp. 208–210

Marine Science and Policy

See pp. 297–298

Neuroscience

See p. 318–322.

Graduate

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

**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 must be taken in both years of graduate residence. 2 credits

- **510 Advanced Studies in Molecular Biology**
  - 3 to 5 credits

- **520 Advanced Studies in Botany**
  - 3 to 5 credits
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

Preparation for Graduate Study in the Biological Sciences

Graduate programs that grant advanced degrees in biology vary in their admission requirements, but often include at least one year of mathematics (preferably including statistics), physics, and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which emphasizes a broad foundation in biology as well as quantitative and verbal skills. Students contemplating graduate study beyond Smith should review the requirements of particular programs as early as possible in the course of their studies and seek advice from members of the department.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Biology courses should be selected in consultation with the adviser, taking into consideration the student’s major and specific interests in the health professions. Other courses often recommended include biochemistry, mathematics including calculus and/or statistics, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a Prehealth adviser as early as possible about specific requirements.
Visiting faculty and some lecturers are generally appointed for a limited term.

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

**Associate Professors**
David Bickar, Ph.D.
**2** Cristina Suarez, Ph.D., Chair
**1** Kate Queeney, Ph.D.
**1** Kevin Shea, Ph.D.

**Assistant Professors**
Elizabeth Jamieson, Ph.D.
Shizuka Hsieh, Ph.D.
Maureen Fagan, Ph.D.

**Senior Lecturer**
**2** Lâle Aka Burk, Ph.D.

**Lecturer**
Julian Tyson

**Laboratory Instructors**
Maria Bickar, M.S.
Rebecca Thomas, Ph.D.
Heather Shafer, Ph.D.
Smita Jadhav, 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 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. (A/N) 4 credits
Lâle Aka Burk, David Dempsey
Offered Spring 2008, Spring 2009

108 Environmental Chemistry
An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, the greenhouse effect, the ozone layer, photochemical smog, pesticides and waste treatment. Chemical concepts will be developed as needed. (N) 4 credits
Shizuka Hsieh
Offered Spring 2008, Spring 2009

111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. (N) 5 credits
Kate Queeney, Lâle Aka Burk, Shizuka Hsieh
Offered Fall 2007, Fall 2008

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
Robert Linck, Heather Shafer; Fall 2007
Offered Fall 2007, Fall 2008

222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. (N) 5 credits
Robert Linck, Maureen Fagan, Maria Bickar; Spring 2008
Members of the department, Spring 2009
Offered Spring 2008, Spring 2009

223 Chemistry III: Organic Chemistry
Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers, aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. (N) 5 credits
Maureen Fagan, Rebecca Thomas, Fall 2007
Members of the department, Fall 2008
Offered Fall 2007, Fall 2008

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: 111 and 223; MTH 111 or equivalent; or permission of the instructor. Enrollment limited to 16 per lab section. (N) 5 credits
Cristina Suarez, Spring 2008
Robert Linck, Spring 2009
Offered Spring 2008, Spring 2009

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
Kevin Shea, Rebecca Thomas, Spring 2008
Members of the department, Spring 2009
Offered Spring 2008, Spring 2009

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 2009

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 olefin polymerization and metathesis. Prerequisite: 224 or permission of the instructor. Offered in alternate years. (N) 4 credits
Maureen Fagan
Offered Fall 2008

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
Robert Linck, Fall 2007
Members of the department, Fall 2008
Offered Fall 2007, Fall 2008

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: MTH 112 or MTH 114. (N) 5 credits
Shizuka Hsieh, Cristina Suarez, Spring 2008
Members of the department, Spring 2009
Offered Spring 2008, Spring 2009

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. Prerequisite: 224 or permission of the instructor and MTH 112. (N) 4 credits
Cristina Suarez
Offered Fall 2007, Fall 2008

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 2009

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: 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
Julian Tyson, Fall 2007
To be announced, Fall 2008
Offered Fall 2007, Fall 2008

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 2007, Fall 2009

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 2008, Spring 2009

369 Bioinorganic Chemistry
This course will provide an introduction to the field of bioinorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. Offered in alternate years. (N) 4 credits
Elizabeth Jamieson
Offered Spring 2009

395 Advanced Chemistry
A course in which calculational techniques are illustrated and used to explore chemical systems without regard to boundaries of subdisciplines. Topics include molecular mechanics, semi-empirical and ab initio computations. Prerequisite: 331. Offered in alternate years. (N) 4 credits
Robert Linck
Offered Spring 2008

Cross-listed and Interdepartmental Courses

BCH 352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others. (N) 3 credits
Elizabeth Jamieson, Fall 2007
Members of the department, Fall 2008
Offered Fall 2007, Fall 2008

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. (N) 2 credits
Amy Burnside
Offered Fall 2007, Fall 2008

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

The Major

Advisers: Members of the department

Adviser for Study Abroad: Lâle Burk

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.

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: Kevin Shea

**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 this catalogue for details.
Classical Languages and Literatures

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

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

Lecturer
Maureen B. Ryan, Ph.D.

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

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

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

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

Greek

GRK 100y Elementary Greek
A year-long course that will include both the fundamentals of grammar and, in the second semester; selected readings. {F} 8 credits
Justina Gregory
Full-year course; offered each year

GRK 212 Attic Prose and Drama
Prerequisite: 100y. {L/F} 4 credits
Scott Bradbury
Offered Fall 2007

GRK 213 Homer, Iliad or Odyssey
Prerequisite: 212 or permission of the instructor. {L/F} 4 credits
Thalia Pandiri
Offered Spring 2008

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

Plato’s Symposium
Attention to literary, philosophical and cultural aspects. Thalia Pandiri
Offered Fall 2007

Lyric Poetry
An introduction to the lyric poetry of the Archaic Age. Topics will include the relationship between the epic and lyric traditions; the role of lyrics, music and dance in private and communal life; the nature of the authorial “I.” Selections from a wide range of poets from the Greek-speaking Mediterranean world of the seventh to early fifth century B.C.E., including Archilochus, Sappho, Solon, Pindar. Prerequisite: GRK 213. {L/F} 4 credits
Justina Gregory
Offered Spring 2008

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: Justina Gregory

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
Maureen Ryan
Offered Fall 2007

LAT 213 Introduction to Virgil’s Aeneid
Prerequisite: 212 or permission of the instructor. (L/F) 4 credits
Nancy Shumate
Offered Spring 2008

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

Medieval Latin
Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. (L/F) 4 credits
Scott Bradbury
Offered Fall 2007

Virgil’s Eclogues and Georgics
Prerequisite: a 300-level course in Latin or the equivalent. (L/F)
Brian Breed
Offered Spring 2008

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 course currently offered. 4 credits
Offered both semesters each year
Adviser for Graduate Study: Justina Gregory

Classics in Translation

FYS 129 Rites of Passage
How does Western literature represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do historical representations intersect with modern lived experience? We will read narratives of transition from archaic and classical Greece and 20th-century Europe and North America, including Homer’s Odyssey, the Homeric Hymn to Demeter, the poems of Sappho, and novels by Alain-Fournier, Thomas Mann and Willa Cather. Enrollment limited to 16 first-year students. (L) WI 4 credits
Justina Gregory
Offered Fall 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. (L/A) 4 credits
Scott Bradbury
Offered Spring 2008
The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. (L/H)

4 credits
Nancy Shumate
Offered Spring 2008

Cross-listed and Interdepartmental Courses

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante
Offered Fall 2007

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Offered Spring 2008

CLT 230 “Unnatural” Women
Offered Spring 2008

The Major in Greek, Latin or Classics

Advisers: Members of the department

Adviser for Study Abroad: Thalia Pandiri

Basis: in Greek, 100y; in Latin, 100y; in classics, Greek 100y and Latin 100y.

Requirements: In Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the department

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

Requirements: Nine semester courses in addition to the basis. Four chosen from GRK (200-level or above) or LAT (200-level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser.
With the approval of the adviser courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the department

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

The Minor in Latin

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.
The Minor in Classics

**Advisers:** Members of the department

**Requirements:** 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:** Justina Gregory

**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.

†2 Ann Rosalind Jones, Ph.D., Director
Janie Vanpée, Ph.D. (French Studies), Director

Professors
Maria Banerjee, Ph.D. (Russian Language and Literature)
Elizabeth Harries, Ph.D. (English Language and Literature and Comparative Literature)
† Ann Rosalind Jones, Ph.D.
†2 Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
Craig R. Davis, Ph.D. (English Language and Literature)
Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)

Associate Professors
†2 Reyes Lázaro, Ph.D. (Spanish and Portuguese)
Luc Gillemann, Ph.D. (English Language and Literature)
Sabina Knight, Ph.D. (East Asian Languages and Literatures)
Katwiwa Mule, Ph.D. (Comparative Literature)
†2 Dawn Fulton, Ph.D. (French Studies)
Ambreen Hai, Ph.D. (English Language and Literature)

Assistant Professors
Justin Cammy, Ph.D. (Jewish Studies)
Nicolas Russell, Ph.D. (French Studies)
Joel Westerdale, Ph.D. (German Studies)

FYS 129 Rites of Passage
Justina Gregory
Offered Fall 2007

CLT 150 The Art of Translation: Poetics, Politics, Practice
We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don’t shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We’ll explore translation 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. Knowledge of a foreign language useful but not required. Graded S/U only. (E) (L) 2 credits
Katwiwa Mule and Thalia Pandiri, Co-directors
Offered Spring 2008

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante
Robert Hosmer, Thalia Pandiri, Maria Banerjee, Elizabeth Harries
Offered Fall 2007

Introductory Courses

ENG 120 Celtic Worlds
Craig R. Davis
Offered Fall 2007

ENG 120 Scandinavian Mythology
Craig R. Davis
Offered Spring 2008

ENG 120 Representing the Caribbean
Ambreen Hai
Offered Fall 2007

A study of literature in two or more languages, one of which may be English. In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able. Comparative Literature courses are open to all first-year students unless otherwise noted. All 300-level courses require a previous literature course at the 200-level or above.
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.

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Elizabeth Harries, Maria Banerjee
Offered Spring 2008

Intermediate Courses

CLT 204 Writings and Rewritings
Topic: The Mediterranean. Three continents, Africa, Asia and Europe, share coastlines on the Mediterranean—literally, "the sea between lands." Linked to the origins of Western civilization and to imperialism and orientalism, the Mediterranean has given its name to a stereotypical landscape (sunshine, olive trees, vineyards) and to a social type (Southerners seen as passionate, cunning, and slow). What do Club Meds, the Mafia and Balkanization have in common? Can a Mediterranean identity not defined by the North exist? This region will focus our discussion of issues central to comparative literature today: competing nationalisms, Eurocentrism, orientalism, tradition vs. modernization, globalization. Literary texts by Homer, Goethe, Lawrence, Amin Maalouf and Orhan Pamuk; history and theory from Hesiod, Plato, Braudel, Natalie Zemon Davis. Open to first-year students by permission of the instructor. {L} 4 credits
Anna Botta
Offered Spring 2008

205 Twentieth-Century Literatures of Africa
An introduction to the major genres and writers of modern Africa. Novels, short stories, drama and epics from every region of Africa, focusing on the way in which they draw upon traditional oral cultures, confront over a century of European colonialism on the continent, and represent contemporary postcolonial realities. Texts, some written in English and others translated from French and such African languages as Swahili and Songhay, will include Achebe's Things Fall Apart, Ngugi's The River Between, Bessie Head's Maru, Mariama Bâ's So Long A Letter, Soyinka's Death and the King's Horseman, and The Epic of Askia Mohammed recounted by Nohou Malio. Open to students at all levels. {L}
Katwiwa Mule
Offered Fall 2007

218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature of the Holocaust (texts written in extremis in ghettos, camps or in hiding) and the vast post-war literature about the Holocaust. In what ways do dynamics of artistic representation respond to the cultural, linguistic, and ideological context, intended audience, and the passage of time? Who is authorized to tell the story of the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Selections from a variety of artistic genres (diary, memoir, reportage, poetry, novel, oral testimony, comic book, film, monuments, museums, literary theory), balancing works addressed to European and American audiences by virtue of their composition in non-Jewish languages, and the recovery of Yiddish and Hebrew voices, all in translation. Open to students at all levels. {L/H} 4 credits
Justin Cammy
Offered Fall 2008

220 Colloquium
Topic: Imagining Language. We will think about the links between words and things as philosophers and artists have imagined them. Reading largely pre-20th-century theories of language by Plato, St. Augustine, Locke, Condillac, Freud and others, we will pair each of these thinkers with 20th-century artists (poets, book makers, prose writers) who meditate in their work on the same questions of language. Short exercises (anagrams, rebuses, alphabet poems, portmanteau words) will be an integral part of the course. {L} 4 credits
Margaret Bruzelius
Offered Spring 2008

POR 221 Topics in Portuguese and Brazilian Literature and Culture
Topic: Cultural Crosscurrents in Today's Portuguese-Speaking World. This course will examine a range of interlocking cultural, sociopolitical and/or environmental factors that galvanize attention in Portuguese-speaking countries. Themes might include post-colonial debates in Lusophone Africa, street chil-
dren in urban Brazil, or heritage language communities in Massachusetts. Materials will draw from literary and journalistic texts, as well as art, music and film. Conducted in Portuguese. (L/F/A) 4 credits.
Marguerite Itamar Harrison
Offered Spring 2008

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 Spring 2008

230 “Unnatural” Women: Mothers Who Kill Their Children
Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society’s assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Prerequisite: at least one college-level course in literature. (L) 4 credits
Thalia Pandiri
Offered Spring 2008

EAL 232 Modern Chinese Literature
Selected readings in translation of 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 2008

CLS 233 Gender and Sexuality in Greco–Roman Culture
The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. (L/H) 4 credits
Nancy Shumate
Offered Spring 2008

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 2007

235 Fairy Tales and Gender
A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral story-telling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. (L) 4 credits
Elizabeth Harries
Offered Fall 2007

240 Childhood in Literatures of Africa and the African Diaspora
Childhood, intimately tied to social, political and cultural histories, to questions of self and national identity, entails specific crises in Africa and the African diaspora, focused on loss of language, exile 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 2007

EAL 260 Health and Illness: Literary Explorations
How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences will also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. (L) 4 credits Sabina Knight Offered Spring 2008

266 South African Literature and Film
A study of South African literature and film since 1948 in their social, political and economic contexts and as sites for anti-apartheid struggles. We will study South African writers, autobiographers, and film-makers of various racial and social backgrounds and also examine some testimonies from the Truth and Reconciliation Commission as staged public drama. Texts include Mazisi Kunene's Mandela's Ego, Njabulo Ndebele's The Cry of Winnie Mandela, Zoe Wicomb's You Can't Get Lost in Cape Town; anti-apartheid films such as Cry Freedom, Ipi Tombi, South Africa Belongs to Us, Country and City Lovers. (E) (L) Katwiwa Mule Offered Spring 2008

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 Martinez 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 Spring 2008

271 Writing in Translation: Bilingualism in the Postcolonial Novel
A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We will consider how such writers as Ngugi wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique), and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. (L) 4 credits Dawn Fulton Offered Spring 2008

272 Women Writing: 20th and 21st Century Fiction
A study of the pleasures and politics of fiction by women from English-speaking and French-speaking cultures. How do women writers engage, subvert and/or resist dominant meanings of gender, sexuality, race and ethnicity and create new narrative spaces? Who speaks for whom? How does the reader participate in making meaning(s)? How do different theoretical perspectives (feminist, lesbian, queer, psychoanalytic, postcolonial, postmodern) change the way we read? Writers such as Woolf, Colette, Condé, Larsen, Morrison, Duras, Rule, Kingston, Shields and Atwood. Not open to first-year students. (L/H) 4 credits Marilyn Schuster Offered Spring 2008

275 Israeli Literature
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 refashioning Zionist dreams and Israeli realities, and how does literature reflect the country's historical, ideological,
Comparative Literature

and ethnic complexities? Topics include tensions between the universalizing seductions of Exile and the romantic appeal of homeland; utopian fictions; the invention of the New Jew vis-à-vis the exotic (Arab or Eastern) Other; the function of landscape in the consolidation of a new national literature (the desert, the socialist kibbutz, cosmopolitan Tel Aviv, Jerusalem of heaven and earth); portrayals of the ongoing conflict between Arab and Jew; contemporary postmodern (and post-Zionist) texts reflecting Israeli society and its geopolitical condition. Hebrew novels, short stories, memoir and poetry (all in translation), from the early 20th century until today, with precursor and counter-texts from European, American and Palestinian authors. Open to students at all levels interested in understanding the ways literature interprets Israel’s place in the modern Middle East. (L) 4 credits

Justin Cammy
Offered Fall 2007

277 At Home with Kafka: Modern Jewish Fiction
What is modern Jewish literature? Explores relationships between language and identity, diaspora and exile, political powerlessness and artistic vitality, homeless imaginations and imagined homecomings, folklore and avant-garde culture, the particularity of national experience and the universality of the Jew. Readings by masters of 20th-century European fiction: Sholem Aleichem’s uproarious Yiddish tales of Eastern Europe; Kafka’s haunting modernist parables; Isaac Babel’s passionate narratives of the Russian revolution; S.Y. Agnon’s Hebrew stories of spiritual loss and redemption; and I.B. Singer’s post-Holocaust demons, shlemiels, sinners and refugees. Also includes several literary memoirs. In what way do these figures (and their critics) invent the narrative for what one historian recently called “The Jewish Century”? Open to students at all levels. Open to students at all levels. (L) 4 credits

Justin Cammy
Offered Fall 2007

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 assump-

positions 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) 4 credits

Maria Banerjee
Offered Fall 2007

SPN 332 The Middle Ages Today
Topic: Queer Iberia. This course examines the medieval and early-modern Iberian understanding and expressions of sexuality within the context of modern critical theory. Special attention will be given to the complex and ambiguous representations of same-sex desire, and the manner in which such representations are shaped by the discourses about nation, disease, and race (limpieza de sangre). Texts include Ibn Hazm’s Tawq al-hamama, Juan Ruiz’s Libro de buen amor; selections from Al-Himyyari’s al-Rawad al mi’tar, Fernando de Rojas’s La Celestina, Francesc Eiximenis’s Lo Llibre de led dones, as well as poems by Yehuda Halevi, Wallada, al-Mu’tamid and Abraham Ibn Ezra. All readings in Spanish translation. Taught in Spanish. Enrollment limited to 12. (L/F) 4 credits

Ibtissam Bouachrine
Offered Spring 2008

ENG 352 Seminar: The Middle Passage in Contemporary Black Literature and Culture
Poet Robert Hayden described the Middle Passage of the slave trade as a “voyage through death” that transported Africans across the Atlantic to the Americas. This course explores the legacy of the Middle Passage in contemporary literature and culture from 1969 to today looking at how past is made present. Through poetry, novels, short stories, film and visual art on the Middle Passage, we will consider how this historical phenomenon works as motif in black culture and site of trauma for black artists. We will examine the ways different genres achieve particular nuances in their expressions of this voyage. Prerequisite: a 200-level course in English or Afro-American Studies. (E) (L) 4 credits

Danielle Elliott
Offered Fall 2007

ENG 345 Tales Within Tales Within Tales
Why do writers enclose stories within other stories? What is the function of narrative frames? Why does
Scheherazade tells 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. Enrollment limited to 12. (L) 4 credits

**Elizabeth Harries**
Offered Spring 2008

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**ENG 395 Freud and Sherlock Holmes**
Readings include Freud’s case studies and Conan Doyle’s detective stories: popular accounts of Freud and Holmes in fiction, film, and drama; and critical investigations of their economies of signification (forays into various critical -isms). Practical component: keeping a dream journal and collaborative writing of a detective story or fictionalized case study. Prerequisite: an advanced literature course and interest in theory. (L) 4 credits

**Luc Gilleman**
Offered Fall 2007

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**Critical Theory and Method**

**300 Foundations of Contemporary Literary Theory**
The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida and Foucault. Enrollment limited to 25. (L) 4 credits

**Janie Vanpée**
Offered Fall 2007

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**301/FRN 301 Contemporary Theory in French**
For students concurrently enrolled in CLT 300, wishing to read and discuss in French the literary theory at the foundation of contemporary debates. Readings of such seminal contributors as Saussure, Lévi-Strauss, Barthes, Foucault, Derrida, Lacan, Cixous, Kristeva, Irigaray, Fanon, Deleuze, Baudrillard. Optional course. Graded S/U only. (E) (L/F) 1 credit

**Janie Vanpée**
Offered Fall 2007

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**340 Problems in Literary Theory**
A final seminar required of senior majors, designed to explore one broad issue (e.g., the body, memory and writing; exile; art about art) 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

**Janie Vanpée**
Offered Spring 2008

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**404 Special Studies**
Offered both semesters, with the permission of the instructor and of the program director. 4 credits

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**The Major**

Before entering the major, the student must prove her foreign-language proficiency by completing a beginning literature course in the foreign language or languages of her choice at the level of CHI 302, GER 222, GRK 212, ITL 250, JPN 301, LAT 212, POR 221, RUS 338, SPN 220 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 taken language courses at Smith College, the department concerned will assess her proficiency.

**Requirements:** 13 semester courses as follows:

1. CLT 202, CLT 204, CLT 300, CLT 340 (Note: CLT 202 is a prerequisite for 340 and should be taken as early as possible;)

2. Three comparative literature courses (only courses with a primary or cross-listing in comparative literature count as comparative literature courses;)

3. Three intermediate or advanced literature courses in a foreign language approved by the major adviser. If a student takes both semesters of a year-long literary survey in a foreign language (e.g., FRN 253, 254) she may count the two courses as one advanced literature course;

4. 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, Hebrew or Ladino) or Russian literature. A student who wants to pursue this option must present her adviser with a plan for the courses she intends to take and a rationale for her choice;

5. Among the literature courses taken for the major, in language and literature departments and in the CLT program 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.

Director: Maria Banerjee

430d Honors Thesis

Requirements: The same as those for the major, with the addition of a thesis 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 in early May by an oral presentation and discussion of the thesis. For more detailed requirements, see the CLT Web site, at the end of the list of courses.

8 credits
Full-year course; offered each year

Director of Study Abroad: Janie Vanpée
### Computer Science

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

#### Professors

- Michael O. Albertson, Ph.D. (Mathematics and Statistics)
- Joseph O'Rourke, Ph.D.
- Ileana Streinu, Ph.D.

#### Associate Professors

- Dominique F. Thiebaut, Ph.D.

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

- Judy Franklin, Ph.D., Chair
- Nicholas Howe, Ph.D.
- Judith Cardell, Ph.D. (Clare Booth Luce Assistant Professor of Computing Engineering)
- Eitan Mendelowitz

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. **2 credits**

Nicholas Howe, Fall 2007, Spring 2008

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. **2 credits**

Judith Cardell

Offered first half of the semester, Fall 2007

#### 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. **2 credits**

Nicholas Howe and Eitan Mendelowitz

Offered second half of the semester, Spring 2008

#### 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. **4 credits**

Dominique Thiebaut, Fall 2007

Judy Franklin, Spring 2008

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 instruc-
tion is Java. The programming goals of portability, efficiency and data abstraction are emphasized. Prerequisite: 111 or equivalent. Enrollment limited to 30. (M) 4 credits
Ileana Streinu, Fall 2007
Nicholas Howe, Spring 2008
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
Ileana Streinu and Eitan Mendelowitz
Offered Spring 2008

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 Thiebaut
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
Members of the department
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. Prerequisites: CSC 111 and MTH 153. (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 2009

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 2008

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
Ileana Streinu
Offered Fall 2007

290 Introduction to Artificial Intelligence
An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered include game playing and search strategies; machine learning; natural language understanding; neural networks; genetic algorithms; evolutionary programming; philosophical issues. Prerequisites for CSC major credit: CSC 112, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. 4 credits
Joseph O'Rourke
Offered Spring 2009

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 2008

353 Seminar in Robotics
A seminar introduction to Robotics. Topics include basic mechanics, electronics and sensors, basic kinematics and dynamics, configuration space, motion planning, robot navigation, and self-reconfiguring robots. Projects will include computer simulations and programming existing and student-built robots. Prerequisites: CSC 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 Fall 2008

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 Spring 2009

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 a thorough investigation of NP-Completeness. Connections with Graph Theory, Number Theory, Logic, and Computer Science. Prerequisites: MTH 254, MTH 255, or CSC 252 or permission of the instructor. (M) 4 credits
Not offered in 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 Thiébaut

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

1. 111, 112, 231, 250;
2. a. One of MTH 111, MTH 112, MTH 114; or MTH 125;
   b. MTH 153;
   c. One 200-level or higher math course.
3. Three distinct 200- or 300-level courses designated according to the table below, as follows:
   a. At least one designated Theory;
   b. At least one designated Programming;
   c. At least one designated Systems;
4. At least one CSC 300-level course (not among those satisfying previous requirements).

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<th>Course</th>
<th>Theory</th>
<th>Programming</th>
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<td>CSC 240 (Graphics)</td>
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<td>CSC 249 (Networks)</td>
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<td>CSC 252 (Algorithms)</td>
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<td>CSC 262 (Op Sys)</td>
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<td>CSC 270 (Circuits)</td>
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<td>CSC 294 (Linguistics)</td>
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<td>CSC 249 (Networks)</td>
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<td>CSC 293 (Compilers)</td>
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<td>ENG 321 (Dig. Sig. Proc.)</td>
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<td>CSC 352 (Parallel Prog.)</td>
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<td>CSC 353 (Robotics)</td>
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<td>CSC 364 (Architecture)</td>
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<td>CSC 390 (AI seminar)</td>
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<td>CSC 354 (Music)</td>
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<td>CSC 370 (Vision)</td>
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The Minor

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

1. Theory (six courses)

Advisers: Nick Howe, Judy Franklin, Joseph O'Rourke, Ileana Streinu

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

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

2. Programming (six courses)

Advisers: Judith Cardell, Judy Franklin, Nick Howe, Ileana Streinu, Dominique Thiébaut
This minor is appropriate for a student with a strong interest in programming and software development.

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

3. **Systems (six courses)**

**Advisers:** Judith Cardell, Judy Franklin, Dominique 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>
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<tr>
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<td>CSC</td>
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<td>Interactive Web Documents</td>
<td>2</td>
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<tr>
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<td>Computer Science I</td>
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<td>CSC</td>
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<td>3</td>
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<td>ARH</td>
<td>101</td>
<td>Approaches to Visual Representation</td>
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<td>5</td>
<td>ARS</td>
<td>162</td>
<td>Introduction to Digital Media</td>
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<td></td>
<td>IDP</td>
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<td>Introduction to Media Arts and Technology</td>
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</tr>
<tr>
<td>6</td>
<td>ARS</td>
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<td>ARS</td>
<td>361</td>
<td>Interactive Digital Multimedia</td>
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</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.

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>
<th>#</th>
<th>Dept</th>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>Preq.</th>
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<tr>
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<tr>
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<td>Foundations of Computer Science</td>
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<td>MTH 153</td>
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<td>MUS</td>
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<td>Analysis and Repertory</td>
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<td>MUS</td>
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<td>Electro-Acoustic Music</td>
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<td></td>
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<td>Permission</td>
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<tr>
<td></td>
<td>CSC</td>
<td>354</td>
<td>Seminar on Digital Sound and Music Processing</td>
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<td>CSC 112</td>
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<td>CSC 250</td>
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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>
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<tr>
<td>Amherst</td>
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<td>Electroacoustic Composition</td>
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<td>Hampshire</td>
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<td>Computer Music</td>
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<td>Mt. Holyoke</td>
<td>Music 102f</td>
<td>Music and Technology</td>
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<td>UMass</td>
<td>Music 585</td>
<td>Fundamentals of Electronic Music</td>
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<td>UMass</td>
<td>Music 586</td>
<td>MIDI Studio Techniques</td>
</tr>
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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.

Professors
Susan Kay Waltner, M.S.
Rodger Blum, M.F.A., Chair

Visiting Artist-in-Residence
Donna Mejia, B.Sc.

Five-College Lecturer in Dance
Marilyn Middleton-Sylla

Principal Pianist/Lecturer
Julius M. Robinson, B.S.

Instructors in Dance
Candice Salyers, M.F.A.
Kellie Lynch, M.F.A.
Ariel Cohen, M.F.A.
Lauren Brown, Ph.D.

Five College Faculty
Paul Arslanian (Lecturer in Dance, University of Massachusetts)
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)
Peter Jones (Lecturer/Accompanist, Mount Holyoke College)
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)
Tom Vacanti, M.F.A. (Visiting Assistant Professor; University of Massachusetts)
Wendy Woodson, M.A. (Professor; Amherst College)

Teaching Fellows
Vanessa Anspaugh
Aretha Aoki
Audra Carabetta
Maura Donohue
Kara Golux
Jillian Grunnah
Lona Lee
Meredith Lyons

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
Candice Salyers, Spring 2008
UM, MHC (Coleman), AC (Woodson)
Offered Fall 2007

252 Intermediate Dance Composition
Prerequisite: 151. L (A) 4 credits
Candice Salyers
Offered Fall 2007

B. Scripts and Scores
To be announced
To be arranged

353 Advanced Dance Composition
Prerequisite: 252 or permission of the instructor. L (A) 4 credits
A. Performance Studio
AC (Woodson), HC (Nicoli)
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
Lauren Brown
Offered Spring 2008

241 Scientific Foundations of Dance
An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. (A) 4 credits
Susan Walther
Offered Fall 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
Daphne Lowell
Offered Spring 2008

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.
To be announced
To be arranged

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)
 Offered Fall 2007

305 Advanced Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer’s vision is formed, altered, adapted and finally presented in performance. (A) 2 credits
 Rodger Blum
 Offered Fall 2007

Silvestre Repertory
Balanchine: Concerto Barocco
Mark Morris: Canon 3/4 Studies
To be arranged

Ballet Repertory
To be arranged

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
 Donna Mejia
 Offered Fall 2007

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 2007

Expressive Technology and Movement
This course will examine movement expression (physical and digital) through the introduction of software tools that inspire, enhance and help create two dimensional expressive movement studies. Studies will be designed within the framework of digital or live performance creations. Enhancing, exploring, and redefining creative process is the primary goal of this course. Software for video editing, motion graphics, sound editing and creation, multilayered still images, and animation will be used as tools to create two and/or three dimensional final motion projects. Tools can also include creative scanning techniques, video camera and lighting operations and digital keying/compositing. Readings concerning issues in human expression and aesthetics accompanied by threaded class discussions will also be required. The prerequisite for this course is one entry-level course in dance composition, studio art, music composition or theory, theatrical directing, or computer science (or permission of the instructor). Familiarity with the Macintosh platform in OSX is needed. Basic computer skills on this platform (or Windows) as well as mouse skills, shortcut knowledge, manipulation of windows and the desktop, saving files, and the organization of folders are required. L. (A)
 Rodger Blum
 Offered Fall 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 10, 2007 at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. (A) 1 credit
To be announced
Offered Fall 2007

200 Dance Production
Same description as above. There will one general meeting on Monday, January 28, 2008 at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory. May be taken four times for credit, with maximum of two credits per semester. (A) 1 credit
To be announced
Offered Spring 2008

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
To be announced, Fall 2007
To be announced, Spring 2008
Offered Fall 2007, Spring 2008

218 Floor Barre Movement Technique
This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. (A) 2 credits
Rodger Blum
Offered Spring 2008

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
To be announced, Fall 2007
To be announced, Spring 2008
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
To be announced, Fall 2007
To be announced, Spring 2008
Offered Fall 2007, Spring 2008

215 Modern Dance III
Prerequisite: 113 and a minimum of one year of modern dance study. L. (A) 2 credits
To be announced, Fall 2007
MHC, (Coleman)
UM (Brown)
Offered Fall 2007

216 Modern Dance IV
Prerequisite: 215. L. (A) 2 credits
Kellie Lynch, Fall 2007
Donna Mejia, Spring 2008
Offered Fall 2007, Spring 2008

217 Modern Dance V
By audition/permission only. Prerequisite: 216. L and P. (A) 2 credits
Kellie Lynch
HC (Nicoli), MHC
Offered Fall 2007

318 Modern Dance VI
Audition required. Prerequisite: 317. L and P. (A) 2 credits
Ariel Cohen
Offered Spring 2008

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

120 Ballet I
L. (A) 2 credits
Section 1: To be announced, Fall 2007
Section 2: To be announced, Fall 2007
MHC (R. Flachs), UM Fall 2007
To be announced, Spring 2008
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
To be announced, Fall 2007
To be announced, Spring 2008
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 (Vacanti)
Offered Fall 2007

223 Ballet IV
L. (A) 2 credits
To be announced
MHC, UM
Offered Spring 2008

324 Ballet V
By audition/permission only. L. (A) 2 credits
Rodger Blum
UM (Vacanti)
Offered Fall 2007

325 Ballet VI
By audition/permission only. L. (A) 2 credits
Rodger Blum
MHC
Offered Spring 2008

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: To be announced, Fall 2007
Section 2: To be announced, Fall 2007
UM Fall 2007
To be announced, Spring 2008
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
To be announced, Fall 2007
To be announced, Spring 2008
Offered both semesters each year

232 Jazz III
Further examination of jazz dance principles. L. (A) 2 credits
To be announced
UM
Offered Fall 2007

233 Jazz IV
Emphasis on extended movement phrases, complex musicality, and development of jazz dance styles. L. (A) 2 credits
MHC, Fall 2007
To be announced, Spring 2008
Offered Fall 2007, Spring 2008

334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. (A) 2 credits
UM, Fall 2007

335 Jazz VI
Advanced principles of jazz dancing. L. By audition/permission only. (A) 2 credits
To be announced
Offered Spring 2008

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 2007, Spring 2008

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 2007, Spring 2008

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, Djolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 30. (A) 2 credits
Not offered 2007–08

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 anthropol-
ogy, 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 ad-
vanced level and within the requirements of Emphasis
I or II (see below).

History  Dance in the 20th Century (DAN 171) and
Dance and Culture (DAN 272) serve as the introduction
to the major. At the advanced level there is the Anthropo-
logical Basis of Dance (DAN 375) and more special-
ized 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 qual-
itative 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 consist-
tently. Students are encouraged to study several dance
forms and styles. Students who will emphasize perfor-
man ce and choreography are expected to reach ad-
vanced level in one or more forms. Public performance,
while optional and without additional credit, is encour-
gaged 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 stu-
dents should explore at least two courses in two
 technique forms. Students should reach interme-
diate level in at least one form. A single level of tech-
nique 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.

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: Susan Waltner

“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. 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. 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
Susan Waltner
Offered Spring 2008

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 tex-
ture, color, gesture, shape and movement. In addition
to studies and projects, weekly writings will be assigned.
Prerequisites: two semesters of choreography (or equiv-
alent), familiarity with basic music theory, coursework
in theatrical production (or equivalent) 5 credits
Rodger Blum
Offered Spring 2009

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,
experimental application and computer analyses to
reinforce a rigorous understanding of the scientific
principles and body mechanics that are observed within
dance performance as well as in excellent teaching of
dance. Prerequisite: DAN 241 or the equivalent. {A}
5 credits
Susan Waltner
Offered Spring 2008

590 Research and Thesis
Production project.
5 credits
Susan Waltner
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)
Dance Technique and Theory (4 credits at AC, HC, MHC and SC; 3 credits at UM)
Dance 153 Dance as an Art Form— MHC (Coleman)
Dance 261 Introduction to Dance— UM (Schwartz)
HA 294 The Embodied Imagination (Lowell)

Theory (4 credits at AC, HC, MHC and SC; 3 credits at UM)
HA 153 Dance as an Art Form— HC (Nordstrom), MHC
Contemporary Artists Issues— AC (Woodson), MHC
Art Criticism— MHC
HACU 278 Black Traditions in American Dance— HC (Hill)
UM Dance 273 Jazz Tap Dancing in America: History and Practice— UM (Hill)
East Asian Languages and Literatures

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

Professor
J Thomas Rohlich, Ph.D.

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

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

Visiting Assistant Professor
Yuri Kumagai, Ed.D.

Lecturers
Amy C. Franks, MA
Jing Hu, MA
Suk Massey, C.A.G.S.
Atsuko Takahashi, M.S. Ed.
Grant Xiaoquang Li, Ph.D.
Ling Zhao, MA

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

EAL 231 The Culture of the Lyric in Traditional China
This course surveys the masterworks of the Chinese lyric tradition from its oral beginnings in pre-Confucian times through the Yuan dynasty. Through the careful reading of selected works including shaman’s hymns, protest poetry, and excerpts from the great novels, students will inquire into how the spiritual, philosophical and political concerns dominating the poets’ milieu shaped the lyric language through the ages. No knowledge of Chinese language or literature is required. (L) 4 credits
Sujane Wu
Offered Fall 2007

EAL 232 Modern Chinese Literature
Selected readings in translation of 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 2008

EAL 238 Literature from Taiwan
How do works from Taiwan contend with legacies of political trauma and the social consequences of modernization and democratization? In the face of dislocation, marginality and materialism, how does writing nurture memory, belonging, social repair or change? Close readings of stories and, some semesters, essays, poetry, novels or films will explore traditional aesthetics, the modernist, nativist and localist movements of
the 1960s and 1970s, and the pluralism of the 1990s and since, including feminist and queer fiction. Class participation will include student-centered contemplative and collaborative exercises, including short written meditations and dramatizations. No background in Chinese is required. Enrollment limited to 19. {L} 4 credits
Sabina Knight
Offered Fall 2007

EAL 240 Japanese Language and Culture
This course is designed to enhance students’ knowledge and understanding of the Japanese language by relating linguistic, social and historical aspects of Japanese culture as well as the Japanese perception of the dynamic of human interactions. Starting with a brief review of structural and cultural characteristics of the language, we will move on to examine predominant beliefs about the relationship between Japanese language and cultural or interpersonal perceptions, including politeness and gender. Basic knowledge of Japanese is desirable. All readings are in English translation. {S} 4 credits
Maki Hubbard
Offered Spring 2008

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. {L} 4 credits
Amy Franks
Offered Fall 2007

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. {L} 4 credits
Amy Franks
Offered Spring 2008

EAL 248 The Tale of the Genji and The Pillow Book
In this course, we study in depth two of the most important works of Japanese literature, both of which were written by women in 10th-century Japan. We examine the style, structure and themes of the two texts and the world from which they emerged. Topics include the culture and history of the Heian court, marriage practices, literary influences and antecedents, Japanese aesthetics, wit and humor, the poetic tradition, Buddhist beliefs, female writing and later reception. Modern fiction and other works (movies, anime, etc.) based on or influenced by these two works will also be discussed. All works will be read in English. (E) {L} 4 credits
Amy Franks
Offered Spring 2008

EAL 260 Health and Illness: Literary Explorations
How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences will also explore Western biomedical and traditional Chinese diagnosis and treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. {L} 4 credits
Sabina Knight
Offered Spring 2008

EAL 360 Seminar: Topics in East Asian Languages and Literatures
Topic: The World Turned Upside Down: Warfare, Religion and Women in Medieval Japan. An exploration of the great upheavals that took place beginning in the 12th century as seen through the genre of war tales (gunki monogatari). Looking at texts that narrate historical conflict and rebellion, we examine the literary, social and historical nature of these tales. Topics include the rise of the warrior culture and its accompanying social changes, the samurai ethic, representations of violence and attitudes toward death, the Buddhist worldview, medieval storytelling practices, historical accuracy and the role of women. Films will also be featured. 
Amy Franks
Offered Fall 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
Jing Hu, Grant Li and Sujane Wu
Offered each Fall

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. 5 credits
Jing Hu, Grant Li and Sujane Wu
Offered each Spring

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

CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. 5 credits
Ling Zhao and to be announced
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. 4 credits
Jing Hu
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. 4 credits
Jing Hu
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. 4 credits
Grant Li
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. 4 credits
Ling Zhao
Offered each Spring

Japanese Language

JPN 110 Japanese I (Intensive)
An introduction to spoken and written Japanese. Em-
phasis 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, To be announced
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 Fall

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

**JPN 221 Japanese II (Intensive)**
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. (F) 5 credits
Atsuko Takahashi, To be announced
Offered each Fall

**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
To be announced
Offered Fall 2007

**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
Amy Franks
Offered Spring 2008

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**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
Suk Massey
Offered each Fall

**KOR 111 Korean I**
A continuation of 110. Prerequisite: 110 or permission of the instructor. (F) 4 credits
Suk Massey
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
Suk Massey
Offered each Fall

**KOR 221 Korean II**
A continuation of 220. Prerequisite: 220 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 Spring 2008

The Major in East Asian Languages and Cultures

Prerequisites
The first year of Chinese (CHI 110 and 111) or Japanese (JPN 110 and 111) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language.

Advisers: Members of the department

Requirements: Students are expected to concentrate in China or Japan and take a total of 11 courses (46 credits), distributed as follows:

1. Language:
   a. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses).
   b. Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses).
   Students whose proficiency places them beyond the third year should substitute advanced language or literature courses for this requirement.

2. Literature:
   a. At least three EAL courses (12 credits) in the literature or culture of the student's concentration, including a departmental seminar. Students concentrating on China are encouraged to take EAL 231 and 232, and they must take at least one of these two courses. Students focusing on Japan are encouraged to take EAL 241 and 242, and they must take at least one of these courses.
   b. At least one course (4 credits) focusing principally on the literature of another East Asian country.

3. Electives:
   Three additional courses (12 credits) may be chosen from other advanced language or literature courses in the department, or at the recommendation of the adviser, from related courses in other departments.
   Of the eleven required courses, no more than five normally shall be taken in other institutions, such as Five Colleges, Junior Year Abroad programs, or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Native speakers of a language are encouraged to take another East Asian language.

Advanced Language Courses:
CHI 310 Readings in Classical Chinese Prose and Poetry
CHI 350 Advanced Readings in Chinese: Modern Literary Texts
CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 350 Contemporary Texts I
JPN 351 Contemporary Texts II
KOR 350 Advanced Studies in Korean Language and Society
KOR 351 Advanced 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 238 Literature from Taiwan
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 248 The Tale of Genji and The Pillow Book
EAL 260 Health and Illness: Literary Explorations
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: Sabina Knight

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 (26 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). (10 credits)

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 238 Literature from Taiwan
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 244 Construction of Gender in Modern Japanese Women's Writing
EAL 245 Writing, Japan and Otherness
EAL 248 The Tale of Genji and The Pillow Book
EAL 260 Health and Illness: Literary Explorations
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 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
**1, 2 Daniel K. Gardner, Professor of History
Marylin Rhie, Professor of Art and of East Asian Studies
Peter N. Gregory, Professor of Religion
Dennis Yasutomo, Professor of Government
Suzanne Z. Gottschang, Associate Professor of Anthropology and East Asian Studies, Director
Marnie Anderson, Assistant Professor of History
†1 Kimberly Kono, Assistant Professor of East Asian Languages and Literatures
Jina Kim, Lecturer in East Asian Studies

Participating Faculty
Steven M. Goldstein, Professor of Government
**2 Jamie Hubbard, Professor of Religion and Yehan Numata Lecturer in Buddhist Studies
**2 Maki Hirano Hubbard, Associate Professor of East Asian Languages and Literatures
Deirdre Sabina Knight, Assistant Professor of East Asian Languages and Literatures
§1 Thomas Rohlich, Professor of East Asian Languages and Literatures
†2 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

I. 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. Normally, language courses will be taken at Smith. Students with native or near-native fluency in an East Asian language must take a second East Asian language. Native and near-native fluency is defined as competence in the language above the fourth-year level.

II. Survey Courses

1. One survey course on the pre-modern civilization of an East Asian country: EAS 215, HST 211, HST 212, or HST 220
2. EAS 100 Introduction to Modern East Asia (normally by the second year).
3. EAS 200 Colloquium: Topics in East Asian Studies open to sophomores and juniors (normally taken in the sophomore year).

III. Electives

1. Five elective courses, which shall be determined in consultation with the adviser from the list of approved courses.
a) Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan, or Korea) or a thematic concentration (e.g., comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.

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

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

d) One of the elective courses must be a Smith seminar on East Asia.

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

f) No more than one 100-level course shall count as an elective.

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

a) The student obtains the approval of her adviser.

b) 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. Four credits of honors thesis work 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 Woman’s University for Korea. Courses taken at JYA programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions:

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

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

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

EAS 100 Introduction to Modern East Asia
This course looks comparatively at the histories of China, Japan, Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also will look at how individuals respond to and are shaped by larger historical movements. (H) 4 credits

Marnie Anderson and Jina Kim
Offered Fall 2007

EAS 200 Colloquium: Topics in East Asian Studies
Focusing on a theme of significance to the region, this course is designed to introduce students to the variety of methods of inquiry used for research in the interdisciplinary field of East Asian studies. Students will be introduced to methods of locating and analyzing information and sources, developing research questions, and writing in the course of the semester. Normally taken in the sophomore or junior year. Also open to non-EAS majors.

(Pending CAP Approval)
Recent reports of dramatic environmental destruction resulting from rapid economic development, a large population, and limited availability of arable land have incited global alarm about human impact on the environment in China. The human challenge to environmental health in China today must take into account a range of forces—philosophical, cultural, historical, political and economic—that together shape Chinese ideas about nature and the relationship between human "progress" and the environment. This course examines these forces as a way to understand past and present Chinese society. Prerequisite: EAS 100. Enrollment limited to 18. (H/A/S) 4 credits

Suzanne Gottschang
Offered Spring 2008
EAS 216 Urban Modernity in Colonized Korea
With a population of 21 million, congested streets, and soaring skyscrapers, Seoul has become an important socioeconomic, political and cultural center. This course explores the colonial history of the city beginning with Japanese colonization of Korea during the first half of the 20th century. It moves on to a consideration of the postwar U.S. military occupation of South Korea during the latter half of the 20th century and traces changes in the city’s culture, people, politics, commerce and industry. Attention will be given to the entrance of new technology, rise of new architectural spaces, emergence of new subjectivities and migration of people. (E) (H) 4 credits
Jina Kim
Offered Spring 2008

EAS 217 Colloquium: Korean Popular Culture: Translating Tradition Into Pop Culture
This course investigates and evaluates contemporary South Korean popular culture and the 21st century cultural phenomenon called hallyu (Korean Wave). It will consider the popularity of the Wave and the backlash against it both in East Asia and globally. It will raise the issue of how film, television, music, manhwa (comic books), sports and the Internet participate in the transnational production and circulation of culture, identity, modernity, tradition, ideology and politics. The course aims to equip students with analytical tools to critically think about and understand popular culture. Enrollment limited to 18. (E) (H) 4 credits
Jina Kim
Offered Fall 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
Jina Kim
Offered Fall 2007

EAS 270 Colloquium in East Asian Studies
Art of Korea
Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. (A/H) 4 credits
Marylin Rhie
Offered Fall 2007

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. (A/H) 4 credits
Marylin Rhie
Offered Spring 2008

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 2008

EAS 350 Seminar: Modern Girls and Marxist Boys: Consumerism, Colonialism and Gender in East Asia
This course explores discourses of modern “femininity” and modern “masculinity” through the study of the two iconic figures to emerge in the early 20th century: Modern Girls and Marxist Boys. Through these figures, the course seeks to enrich our understanding of gendered politics, consumer culture, colonial modernity, and international relations, and the important historical relationship between modernity and Marxism in East Asia. Enrollment limited to 12. (E) (H) 4 credits
Jina Kim
Offered Spring 2008

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 2008

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

Approved Courses in the Humanities

ARH 101 Buddhist Art
ARH 120 Introduction to Art History: Asia
ARH 222 The Art of China
ARH 224 The Art of Japan
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 236 Modernity: East and West
EAL 237 Chinese Poetry and the Other Arts
EAL 240 Japanese Language and Culture
EAL 241 Court Ladies, Wandering Monks, and Urban Rakes
EAL 242 Modern Japanese Literature
EAL 243 Japanese Poetry in Cultural Context
EAL 244 Construction of Gender in Modern Japanese Women’s Writing
EAL 245 Writing, Japan and Otherness
EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics in East Asian Languages and Literatures
EAS 218 Thought and Art in China
EAS 270 Colloquium in East Asian Studies
EAS 279 Colloquium: The Art and Culture of Tibet
HST 218 Thought and Art in China
REL 110 Politics of Enlightenment
REL 260 Buddhist Thought
REL 263 Zen
REL 265 Colloquium in East Asian Religions
REL 266 Colloquium in Buddhist Studies
REL 270 Japanese Buddhism
REL 360 Seminar: Problems in Buddhist Thought

Approved Courses in the Social Sciences

ANT 251 Women and Modernity in East Asia
ANT 252 The City and the Countryside in China
ANT 253 Introduction to East Asian Societies and Cultures
ANT 342 Seminar: Topics in Anthropology
EAS 200 Colloquium: Topics in East Asian Studies
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: Japan–United States Relations
GOV 228 The Government and Politics of Japan
GOV 230 The Government and Politics of China
GOV 251 Foreign Policy of Japan
GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic
GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
HST 101 Geisha, Wise Mothers, and Working Women
HST 211 The Emergence of China
HST 212 China in Transformation
HST 214 Aspects of Chinese History: The World of Thought in Early China
HST 217 World War II in East Asia
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

The Minor

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding of and basic competence in the civilizations and societies of China, Japan, and Korea. It may be undertaken in order to broaden the scope of any major;
to acquire, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions. Courses taken away from Smith require the approval of the East Asian Studies Advisory Committee.

1. EAS 100 Introduction to Modern East Asia (normally by the second year)

2. Five elective courses, which shall be determined in consultation with the adviser:
   a. One year of an East Asian language is strongly encouraged and may constitute two elective courses. (One semester of a language may not be counted as an elective).
   b. At least three elective courses may be at the 200- or 300-level
   c. Courses may not be taken pass/fail.

Advisers: Marnie Anderson, Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo, Suzanne Z Gottschang, Kimberly Kono
Economics

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

Professors
1 2 Frederick Leonard, Ph.D., Chair
Andrew Zimbalist, Ph.D.
"2 Randall Bartlett, Ph.D.
"2 Robert Buchele, Ph.D.
Roger T. Kaufman, Ph.D.
Karen Pfeifer, Ph.D.
Elizabeth Savoca, Ph.D.
Deborah Haas-Wilson, Ph.D.
1 Charles P. Staelin, Ph.D.
"1 Nola Reinhardt, Ph.D.
Mahnaz Mahdavi, Ph.D.

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

Assistant Professor
Roisin O'Sullivan, Ph.D.

Lecturer and Professor Emeritus
Mark Aldrich, Ph.D.

Lecturer
Charles Johnson, A.B., M.B.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 255 and 240 as well as MTH 111, 112, 211, 212, 225 and 243.

A. General Courses

123 Cheaper by the Dozen: Twelve Economic Issues for Our Times
This course for the concerned non-economist addresses pressing issues in contemporary U.S. and global society, including poverty and inequality, education, healthcare, social security, the environment, the national debt, and global economic integration. Economic concepts presented in lay English and elementary math are used to help explain each social problem and to illuminate the core debates on appropriate solutions. May not be counted toward the major or minor in economics. Open only to junior and senior non-economics majors. {S} 4 credits.
Karen Pfeifer
Offered Spring 2008

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 his or her 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
Not offered in 2007–08

150 Introductory Microeconomics
How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation, and poverty. {S} 4 credits.
Members of the department
Offered both semesters each year

153 Introductory Macroeconomics
An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any,
government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. (S) 4 credits

Members of the department
Offered both semesters each year

ACC 223 Financial Accounting
The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program is suggested. Cannot be used for credit towards the economics major and no more than four credits in accounting may be counted toward the degree. (S) 4 credits
Charles Johnson
Offered Fall 2007, Spring 2008

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 2007

250 Intermediate Microeconomics
Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance, and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy, and of federal and state policies which influence market choices. Prerequisite: 150, MTH 111 or its equivalent. (S) 4 credits
James Miller, Deborah Haas-Wilson
Offered both semesters each year

253 Intermediate Macroeconomics
Builds a cohesive theoretical framework within which to analyze the workings of the macroeconomy. Current issues relating to key macroeconomic variables such as output, inflation and unemployment are examined within this framework. The role of government policy, both in the short run and the long run, is also assessed. Prerequisite: 153, MTH 111 or its equivalent. (S) 4 credits
Roger Kaufman, Raisin 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, 212, ECO 250, and 253 or permission of the instructor. (S/M) 4 credits
Roger Kaufman
Offered Spring 2008

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 an oral presentation concerning an issue or an area of interest to a free market economy of your choosing. Prerequisite: 233 or either 250 or 253. (S) 4 credits
Frederick Leonard
Offered Fall 2007

362 Seminar: Population Economics
Topic: The Economics of Aging. Many countries today face rapidly aging populations. The economic conse-
quences 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.

Elizabeth Savoca
Offered Fall 2007

363 Seminar: Inequality
The causes and consequences of income and wealth inequality. Social class and social mobility in the United States. 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).

Robert Buchele
Offered Fall 2007

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.

Mark Aldrich
Offered Spring 2008

230 Urban Economics
Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them, include housing, transportation, concentrations of poverty, and financing local government. Prerequisite: 150.

Randall Bartlett
Offered Spring 2008

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.

Andrew Zimbalist
Offered Fall 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.

Frederick Leonard
Offered Spring 2008

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.

To be announced
To be arranged

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.

Mahnaz Mahdavi
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
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 2008

331 Seminar: The Economics of College Sports and Title IX
This seminar will explore the similarities and differences between professional and college sports. The economic factors that condition the evolution of college sports will be examined in detail, as will the relationship between gender equity (as prescribed by Title IX) and overall intercollegiate athletic programs. Topics will include history of college sports; the role of the NCAA; efforts at reform; cross subsidization among sports; academic entrance and progress toward degree requirements; racial equity; coach compensation; pay for play; antitrust and tax treatment; commercialization; financial outcomes; progress toward gender equity; and efforts to impede gender equity. (S) 4 credits
Andrew Zimbalist
Offered Spring 2008

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
To be arranged

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. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare the these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the new globalization of production and finance. Prerequisites: 150 and 153. (S) 4 credits
Nola Reinhardt
Offered Fall 2007
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 transformation of third-world agriculture in the context of increasing concentration in agricultural production and marketing, the debate over food aid, technology transfer to developing countries, GATT/WTO agricultural agreements, and structural adjustment/globalization policies. Prerequisite: 150. [S] 4 credits
Nola Reinhardt
To be arranged

214 Economics of the Middle East and North Africa
An economic survey of the MENA region, applying development concepts such as the "rentier state," the "watchmaker" economy, export-led growth and import-substitution industrialization. Examples from countries across the region illustrate the themes of interaction with Western capitalism and the global economy and variations among patterns of economic transformation and growth. Topics include the importance of oil and capital flows, industrial and agrarian trends, the economic role of government, employment and the export of labor, human development, the Euro-Mediterranean and Gulf Cooperation Council initiatives, and the impact of Islamism. Prerequisite: either ECO 150 or 153. [S] 4 credits
Karen Pfeifer
Offered Fall 2007

226 Economics of European Integration
Why would countries give up their own currencies to adopt a common new one? Why can citizens of Belgium simply move to France without any special formalities? This course will investigate such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus will be on the economics of integration, account will be taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union, the integration of markets for labor, capital and goods and monetary integration. Prerequisites: ECO 150 and 153. [S] 4 credits
Roisin O'Sullivan
Offered Fall 2007

295 International Trade and Commercial Policy
An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. [S] 4 credits
To be arranged

296 International Finance
An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments, macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. [S] 4 credits
Mahnaz Mahdavi
Offered Spring 2008

310 Seminar: Comparative Labor Economics
Topic: Labor Economics and Compensation Systems. Why do doctors make so much more than college professors? Are corporate executives paid too much or too little? How much of the male-female wage gap is due to discrimination? Is education an investment in human capital, a signal, or a means of reproducing the class structure? How has trade with developing countries affected wages in the United States? In this seminar we shall apply and extend economic theory to analyze these and other questions in labor economics. Prerequisites: Eco 250, 190, and MTH 111 (calculus). [S] 4 credits
Roger Kaufman
To be arranged

318 Seminar: Latin American Economies
The Latin American economies have undergone a dramatic process of economic collapse and restructuring since 1980. We examine the background to the collapse and the economic reforms implemented in response. We consider the current status and future prospects of the region's economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. [S] 4 credits
Nola Reinhardt
Offered Fall 2007
**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. 

**Basis:** 150 and 153.

**Requirements:** ECO 150 and 153 or their equivalent, ECO 190, 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.

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**The Major**

**Advisers:** Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, James Miller, Roisin O’Sullivan, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist

**Adviser for Study Abroad:** Karen Pfeifer

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**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. Credit 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 2007

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.
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 careers.

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
To be announced
Offered Spring 2008

Historical and Philosophical Foundations

110 Introduction to American Education
This course is an introduction to educational foundations. This course is designed to introduce you to the basic structure, function, and history of American education, and to give you perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35. {S} 4 credits
Lucy Mule
Offered Fall 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 cybercommunities. Three issues will be investigated: What theoretical and sociocultural perspectives shape these educational institutions? How do these institutions serve or fail the diverse needs of American youth? 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 MA, the Ed.M. and the M.A.T. degrees. 4 credits
Rosetta Cohen
Offered Fall 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 Fall 2007

210 Literacy in Cross-Cultural Perspective
This course will address issues in literacy and literacy education among special populations, specifically culturally and linguistically diverse learners. We will closely examine the multiple contexts for literacy education including school, home and community. Special topics include: A sociocultural theory of literacy and literacy education; role of language in literacy education; role of culture in literacy and learning; literacy instruction in multilingual/multicultural classroom contexts; language, culture and the politics of schooling; and critical literacy in school and community. This course has a field component. Enrollment limited to 35. (S) 4 credits
Lucy Mule
Offered Fall 2007

232 The American Middle School and High School
A study of the American secondary and middle school as a changing social institution. An analysis of the history and sociology of this institution, modern school reform, curriculum development, and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. (S) 4 credits
Rosetta Cohen
Offered Fall 2007

237 Comparative Education
This course will look at education from a comparative perspective, using mainly the cultural approach to examine educational systems and practices in various parts of the world including Asia, Africa, Europe and the United States. We will recognize schools as cultural sites and explore how schools and education are researched using ethnographic methodology and anthropological theory. We will take a comparative look at how some cultural processes occur in the hidden curriculum, classroom practices, institutional processes, language and communication, and power relations in schools as well as the effect of schools on students and teachers’ cultures. (S) 4 credits
Lucy Mule
Offered Fall 2007

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 2008

Learners and the Learning Process

PHI 210 Issues in Recent and Contemporary Philosophy
Pending CAP Approval
Topic: Philosophy and Children. Influenced by developmental psychology, we tend to think of children as progressing toward adulthood in distinct stages that make no room for philosophy. Yet children can be creative philosophers. Engaging with them philosophi-
cally can help us get beyond the “deficit conception” of childhood. (S) 4 credits
Gareth Matthews
Offered Spring 2008

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 2007, Spring 2008

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 55. (S/N) 4 credits
Alan Rudnitsky
Offered Fall 2007

249 Children With Hearing Loss
Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. (S) 4 credits
Alan Marvelli
Offered Spring 2008

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
To be announced
Offered Spring 2008

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 2007

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. Core components will include an examination of youth sport philosophies, literature on cognitive and physical growth, approaches to coach and parent education, and an assessment of school and community-based programs. Students will be required to observe, analyze and report on a local children’s sports program. (S) 4 credits
Donald Siegel
Offered Spring 2008

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 2009

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 2007

325 Teaching the Imaginative—Writing and Art in the Classroom
For some, the purpose of education is the creation of artists. Children should become skilled at securing meaning from multiple forms of expression such as text, poetry, visual art, and other forms of representation. This course explores the relationship between writing process, imagination and aesthetic process by engaging students in a full-semester service learning experience with children from local schools and youth organizations. The seminar will explore theories explaining imagination and aesthetic thought and how these capacities can be cultivated in educational settings. Seminar participants will teach a weekly workshop to local youth at the Smith College Museum of Art. (S) 4 credits
Sam Intrator
Offered Spring 2008

334 Creating and Analyzing Case Studies of Teaching
The strategic knowledge teachers use to inform instructional decision-making is tightly woven to the context of the teaching and rarely able to be stated as a set of rules or propositions. Case studies have become a powerful methodology for studying teaching. In this course, students will create and present a case study of a teaching episode. The case will include a video, teacher commentary, evidence from students and theoretical analysis. All of these elements will work together to explicate the strategic knowledge underlying the teaching. Each semester a theme providing the theoretical focus will be selected. Prerequisite: EDC 238 and one additional course in the department taken previously, including 235 and 238, grade of B- or better in education courses. Permission of the instructor is required. Enrollment limited to 12. (S) 4 credits
Al Rudnitsky
Offered Spring 2008

336 Seminar in American Education
Topic: Urban Youth Development. Designed for students who aspire to study social and educational programs devoted to serving youth. We will examine theories that explain the factors that perpetuate the achievement gap and explore programs developed to redress these inequalities. Special attention will be paid to exploring methods of research and evaluation of youth programs. Students will identify a project related to Project Coach—a coaching education that prepares adolescents from Springfield and Holyoke to coach and run youth sports at a boys and girls club and at a public school during the after school hours (or identity their own project site to study). 4 credits
Sam Intrator and Donald Segel
Offered Fall 2007

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
Carol Berner
Offered Spring 2008

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 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
To be announced
Offered Spring 2008
352 Methods of Instruction
Examine 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
Carol Berner
Offered Fall 2007

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. 4 credits
Glenn Ellis
Offered Fall 2008

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. 4 credits
Peter Gunn
Offered Fall 2007

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. 4 credits
Samuel Scheer
Offered Fall 2007

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 2007

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
To be announced
Offer Spring 2008

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 train-
ing and lip-reading instruction. Use of hearing in the
development of speech-production skills. 4 credits
Hollis Altman
Offered Summer 2007

566 Audimetry, 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 2007

573 Audimetry, Acoustics and the Role of the Teacher
A. Auditory feedback loop, from speech production to
perception. B. Cochlear Implants: Introduction— his-
tory of cochlear implant development. Biological
implications. Candidacy. Ethical issues. Surgical
preparation. Hardware, programming, troubleshooting.
Habilitation and classroom application— signal
processing, speech perception, speech production,
language, evaluation. C. Communication Access Assis-
tive Devices. D. Audiograms, amplification, classroom
acoustics, IEP’s— putting it all together. Prerequisites:
EDC 565 and 566. Limited to candidates for the M.E.D.
degree. (E) 2 credits
Hollis Altman, Danial Salvucci
Offered Spring 2008

Language and Communication

561 Developing Auditory/Oral Communications in Deaf
Children
A detailed analysis of speech production covering
phonetic transcription and developing and improv-
ing 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
Joyce Fitzroy and Linda Findlay
Full-year course, Offered both semesters

567 English Language Acquisition and Deafness
A psycholinguistic account of English language acqui-
sition of hearing and deaf children. Both theory and
empirical research are stressed, and links are made to
contemporary developments in language assessment
and intervention. 4 credits
Peter A. de Villiers
Offered Fall 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 resi-
dential 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. Consider-
erations of issues related to deafness and deaf culture.
Participation in activities of the deaf community.
4 credits
Ruth P. Moore
Offered Spring 2008
The Deaf Child: 0–5 Years
The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits
Janice Gatty
Offered Spring 2008

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: Alan Rudnitsky

Teacher/Lecturers–Elementary Program
Tiphareth Ananda, Ed.M.
Margot R. Bittell, M.S.Ed.
Penny Block, Ed.M.
Gina Bordoni-Cowley, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

a. Special Needs

Adviser: Sue Freeman

EDC 239 Counseling Theory and Education (e)
EDC 248 Individuals with Disabilities
EDC 249 Children With Hearing Loss (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 2006 was 95 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.
Aliberal 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.

Before 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.

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. This course is an introduction to engineering practice through participation in a semester-long team-based design project. Students will develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development and proof of concept testing. Working in teams, students will present their ideas frequently through oral and written reports. Reading assignments and in-class discussions will challenge students to critically analyze contemporary issues related to the interaction of technology and society. (4) 4 credits
Judith Cardell, Paul Voss, Fall 2007
Linda E. Jones, Spring 2008
Offered Fall 2007, Spring 2008

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. \( \textit{N} \) 4 credits
Andrew Guswa
Not offered in 2007-08

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. \( \textit{N/M} \) 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. \( \textit{N/M} \) 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: CSC 111, MTH 112 or MTH 114 or permission of the instructor; \( \textit{M} \) 4 credits
Pau Atela, 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. \( \textit{N} \) 4 credits
Susan Voss and Judith Cardell
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. Analysis of data and simulation using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 as well as CSC 111 (may be taken concurrently) Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. \( \textit{M} \)
Nicholas Horton, Katherine Halvorsen
Offered Spring 2008 and each Fall thereafter

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; \( \textit{M} \) 4 credits
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. \( \textit{M} \) 4 credits
Dominique Thiébaut
Offered Spring 2008

260 Mass & 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. \( \text{(N)} \) 4 credits
Donna Riley
Offered every Spring

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. 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, momentum of inertia, vibrations and an introduction to stress and strain. Prerequisite: PHY 117, MTH 112 (or the equivalent) or permission of the instructor. \( \text{(N)} \) 4 credits
Donna Riley
Offered every Spring

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. \( \text{(N)} \) 4 credits
Paul Voss and Andrew Guswa
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. \( \text{(N)} \) 4 credits
Borjana Mikic
Offered every Spring

273 Mechanics Laboratory
This is a required noncredit laboratory course that meets once a week. Co-requisites: EGR 271 and/or EGR 272.
Paul Voss, To be announced
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. \( \text{(N)} \) 4 credits
Malgorzata Zielinska-Pfabe
Offered every Spring

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

311/GEO 301 Aqueous Geochemistry
This project-based course examines the geochemical reactions that result from interaction of water with the natural system. Water an soil samples collected from a weekend field trip will serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip. Prerequisite: One geology course and CHM 111. Enrollment limited to 9. (N) 4 credits
Amy Rhodes
Offered Fall 2007, Fall 2009

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
Not offered in 2007–08

315 Ecohydrology
This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake, and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 245 or 241. 4 credits
Andrew Guswa
Offered Fall 2007

319/GEO 309 Groundwater Geology
A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 111, 121 or FYS 134 and MTH 111. Enrollment limited to 14. (N) 4 credits
Robert Newton
Offered Fall 2008

320 Signals and Systems
The concepts of linear system theory (e.g., Signals and Systems) are fundamental to all areas of engineering, including the transmission of radio signals, signal processing techniques (e.g., medical imaging, speech recognition), and the design of feedback systems (e.g., in automobiles, power plants). This course will introduce the basic concepts of linear system theory, including convolution, continuous and discrete time Fourier analysis, Laplace and Z transforms, sampling, stability, feedback, control and modulation. Examples will be utilized from electrical, mechanical, biomedical, environmental and chemical engineering. Prerequisites: EGR 220 and PHY 210. (M) 4 credits
Susan Voss
Offered 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
Not offered in 2007–08
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
Doreen Weinberger
Not offered in 2007–08

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 2008

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 2008

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
Not offered in 2007–08

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
Not offered in 2007–08

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 2008

354/CSC 364 Computer Architecture
Offers an introduction to the components of computers and is intended for students who wish to understand how these computer components work and interconnect. The class will explain 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 2009

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
To be announced
Offered Fall 2008
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 2008

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
Not offered in 2007-08

380 Neuroengineering
This course explores how electric potentials are generated across the membranes of cells and how cells use these potentials to send messages. Specific topics include lumped- and distributed-parameter models of cells, core conductor and cable models, action potentials, voltage clamp currents, the Hodgkin-Huxley model, myelinated nerve fibers and salutatory conduction, ion channels and gating currents. After thorough study of these cellular processes, the class focuses on three specific technologies that take advantage of electrically-excitable cells within the human body: the cochlear implant, the pacemaker and electrically evoked potentials (e.g., EKG). Prerequisites: MTH 111 and 112 and EGR 220 or PHY 116 and BIO 111 or 112 or permission of the instructor. (N/M) 4 credits
Susan Voss
Offered Fall 2008

390 Topics in Engineering
This course explores current topics in engineering. Topics vary by semester. 4 credits
Topic: Science, Technology and Ethics
Members of the department
Offered Fall 2007, Spring 2008

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. Attendance at 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, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should "recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets."

An integral component of the program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to supplement their classroom instruction.

Engineers must be able to communicate effectively and work in team settings. Smith's highly regarded writing-intensive first-year curriculum will ensure that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of teamwork and oral/written communication.

Requirements of the Major

Math: MTH 111 & 112 (or 114), MTH 204, MTH 241
Physics: PHY 117, PHY 118, PHY 210
Chemistry: CHM 111 or higher
Computer Science: CSC 111
Engineering Core: 100, 220, 260, 270, 271, 272, 273, 290, 320, 410 (8 credit Design Clinic)

Technical Electives:
Students are required to demonstrate reasonable technical depth by developing a sequence of three thematically related engineering electives (two of which must be at the 300 level or higher) selected in consultation with the student's adviser and with a short proposal outlining the rationale.

Liberal Arts Breadth:
Students are required to demonstrate breadth in their curriculum by either:
1. fulfilling the Latin Honors distribution requirements;
2. fulfilling the requirements for another major or minor within Division I or Division II; or
3. by submitting a cogent proposal describing an alternative approach including all courses that the student will take to acquire curricular breadth for consideration and approval by the engineering faculty and program chair.

Students are strongly encouraged to take an additional course in the natural sciences (e.g., biology, geology). Students will be assessed during their first semester for their mathematical skills and comprehension. A j-term math skills studio is required for students whose math assessment scores are low.

The Minor

Some students may wish to minor in engineering as a way to complement their major, supplement their education or stretch and grow in a direction other than their major field.

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 specifically approved by your engineering minor adviser and the program chair. No more than one course designed primarily for non-majors may be included.

Honors

Director: Linda E. 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.
English Language and Literature

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

Professors
Carol Christ, Ph.D.
**1 Dean Scott Flower, Ph.D.
William Allan Oram, Ph.D., Chair
**2 Jefferson Hunter, Ph.D.
**1 Douglas Lane Patey, Ph.D.
Charles Eric Reeves, Ph.D.
Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)
Sharon Cadman Seelig, Ph.D.
**1 Michael Gorra, Ph.D.
Richard Millington, Ph.D.
**2 Nora E Crow, Ph.D.
Craig R. Davis, Ph.D.
Patricia Lyn Skarda, Ph.D.
Naomi Miller, Ph.D.
**1 Nancy Mason Bradbury, Ph.D.

Joan Leiman Jacobson Visiting Nonfiction Writer
Hilton Avis (English and American Studies)

Associate Professors
**2 Gillian Murray Kendall, Ph.D.
Cornelia Pearssall, Ph.D.
**1 Luc Gillemann, Ph.D.
**2 Michael Thurston, Ph.D.
Ambreen Hai, Ph.D.
**2 Floyd Cheung, Ph.D.

Mellon Post-Doctoral Fellow
Danielle Elliot, B.A.

Senior Lecturers
**2 Robert Ellis Hosmer, Jr., Ph.D.
**2 Ann E. Boutelle, Ph.D.

Lecturers
Julio Alves, Ph.D.
Debra L. Carney, M.F.A
Holly Davis, M.A
Mary Kozel, M.F.A
Brian Turner, M.F.A
Ellen Doré Watson, M.F.A
Sara London, M.F.A
Samuel Scheer, M.Phil.
Sara Eddy

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 2007–08, 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 2007

Mixing Memory and Desire: Language and the Construction of Experience
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 2007, Spring 2008

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 2007

Aspects of Blackness
Reading and writing about aspects of black history, identity and politics. WI

Julio Alves
Offered Fall 2007

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 Spring 2008

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 2007

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 2007

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. \( \text{(L)} \) 2 credits

Ellen Doré Watson

Offered Fall 2007

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 18. 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. \( \text{(L)} \) WI

Robert Hosmer, Sharon Seelig, Eric Reeves, Sara London

Offered Fall 2007, Spring 2008

The Gothic in Literature

Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, Charlotte Brontë and James. \( \text{(L)} \) WI

Nora F. Crow

Offered Fall 2007

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. \( \text{(L)} \) WI

Ann Boutelle

Offered Fall 2007, Spring 2008

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. \( \text{(L)} \) WI

Sara London

Offered Fall 2007

Writing American Lives

A study of autobiographical writings that explore the possibilities and limitations involved in being and becoming American. Authors include Benjamin Franklin, Frederick Douglass, Harriet Jacobs, Zitkala-Sa, James Weldon Johnson, Mitsuye Yamada, Richard Rodriguez, Sara Vowell, Monique Thuy-Dung Truong, Geeta Kothari and others. \( \text{(L)} \) WI

Sara Eddy

Offered Fall 2007

Shakespeare and Film

A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare's plays, the process of metamorphosing theatre into film, imagery into image. Works to be studied include Henry V, Richard III, Romeo and Juliet, King Lear, Twelfth Night, The Winter's Tale. \( \text{(L)} \) WI

Gillian Kendall

Offered Fall 2007

Scandinavian Mythology

A reading in translation of the major works in poetry and prose that retell or reflect traditions of the early Norse divinities and their cults. Exploration of intimate and violent relations between groups of powerful, intelligent but very mortal beings: male and female, giant and god, Æsir and Vanir; dwarf, troll, elf, and the social classes of human being. From its Old European and Indo-European roots, Nordic religion created a highly distinctive complex of values and competing views of the world: an unusually dark theory of history; an ironic, sometimes comic view of divine and human nature; and paradoxical constructions of sexual, ethnic, mantic and other forms of identity. WI \( \text{(L)} \)

Craig R. Davis

Offered Spring 2008

Modern Drama

Reading of a selection of modern and contemporary plays that investigate problems of language and identity. Playwrights to include Pinter, Stoppard, Churchill, Handke, Pomerance, Albee, Rabe, O'Neill, Beckett, Shaffer, Pirandello. \( \text{(L)} \) WI

Luc Gillemann

Offered Fall 2007

Representing the Caribbean

Since the “discovery” of the New World, how have English writers represented the Caribbean, and for what
purposes? More recently, how have writers from the Caribbean tried to re-present their lands and peoples? Why does it matter who represents a history or a region, and for whom? This course will engage with the history and politics of the representation and construction of the Caribbean in English literature. We will begin with Shakespeare's The Tempest, read 18th- and 19th-century texts such as Oroonoko, Equiano's Travels, and Jane Eyre, and end with postcolonial writers like Rhys, Walcott, Kincaid, Danticat. We will also look at some tourist advertisements, art and films. (L) WI
Ambreen Hai
Offered Fall 2007

Modern Short Stories
A study of the short story sequence as a characteristic modern genre, focusing on such writers as Sherwood Anderson, Edna O'Brien, Eudora Welty, William Trevor, and others. (L) WI
Dean Flower
Offered Spring 2008

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 how poetry, prose fiction and drama work, how to interpret them and how to make use of interpretations by others. English 199 seeks to produce perceptive readers well equipped to take on complex texts. Readings in different sections will vary, but all will involve active discussion and frequent writing. (L) WI 4 credits
Floyd Cheung, Richard Millington, Fall 2007
Sharon Seelig, Jefferson Hunter, Michael Thurston, Spring 2008
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 2007

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, Luc Gilleman
Offered Spring 2008

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
Michael Thurston
Offered Fall 2007

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
Thalia Pandiri (Classics)
Elizabeth Wanning Harries, Director (English Language and Literature)
Robert Hosner, (English Language and Literature)
Maria Banerjee (Russian)
Offered Fall 2007
203/CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes's Yvain; Shakespeare's Antony and Cleopatra; Cervantes' Don Quixote; Lafayette's The Princesse of Clèves; Goethe's Faust; Tolstoy's War and Peace. Prerequisite: ENG 202/CLT 202. (L) WI 4 credits
Lecture and Discussion
Elizabeth Harries (English Language and Literature)
Maria Banerjee (Russian)
Offered Spring 2008

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 2008

208 Science Fiction? Speculative Fiction?
What sort of problems does science fiction address, what are its conventions and how is it related to other genres— utopia, fantasy, romance, imaginary voyage? Particular attention to the theme of the "other" (monsters, aliens, robots, living planets). Readings in Wells, Zamyatin, Stapleton, Len, Hoban, Dick, Le Guin, and others. Recommended for non-majors. (L) 4 credits
William Oram
Offered Spring 2008

211 Beowulf
A reading of Anglo-Saxon England's most powerful and significant poem. (L/F) 4 credits
Craig R. Davis
Offered Fall 2007

214 Medieval Welsh
An introduction to the language and literature of medieval Wales in a series of graduated grammar lessons and readings from the first branch of the Mabinogi, Pwyll Prince of Dyfed (14th century), as well as from other tales of refracted Celtic mythology, the early Arthurian legend and poems of praise, love, loss and Otherworld adventure. (L) 4 credits
Craig R. Davis
Offered Spring 2008

227 Modern British Fiction
Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, D.H. Lawrence, Virginia Woolf, Elizabeth Bowen, Doris Lessing, Shirley Hazzard, V.S. Naipaul. (L) 4 credits
Jefferson Hunter
Offered Fall 2007

228 Children’s Literature
This course progresses from the nature of the fairy tale as genre, to the unique form of the picture book, to a book written for adults that has metamorphosed into children's literature (Gulliver) and a book written for children that has become a book for adults (Alice). The syllabus covers coming-of-age stories, dark stories filled with imagery of mortality and stories that ridicule what has been considered the standard literature for children. The course also explores the nature and function of fantasy written for children, and ends with a good crop of ghost stories. (L) 4 credits
Gillian Kendall
Offered Spring 2008

229 African American Poetry
This survey course explores the diverse poetic contributions made by African Americans. We examine several movements in poetry from the earliest black poets (Phyllis Wheatley and Lucy Terry) to contemporary poetry published in the 21st century (Rita Dove and Elizabeth Alexander). Rather than a steady chronological march through the more than three hundred years of poetry, we will read clusters of poems that best illustrate particular styles, movements, eras and recurrent themes including jazz poetry, poetry of social commentary, the Black Arts Movement, modernist lyrics, black feminism, and avant-garde poetics. Emphasis on critical close reading and analysis. (E) (L) 4 credits
Danielle Elliott
Offered Fall 2007
230/ JUD 258 American Jewish Literature
Jewish literary engagement with America, from immigrant writing on the margins in Yiddish to the influence of native-born authors and critics in shaping the post-war literary scene. Topics include narratives of immigration and acculturation; the myth of America and its discontents; the Yiddish literary world on the Lower East Side; the New York Intellectuals; ethnic satire; crises of the left involving Communism, Black-Jewish relations, and ‘60s radicalism; the Holocaust in American culture; the tension between Israel and America as “promised lands”; and contemporary voices in search of new hybrid identities. Must Jewish writing in America remain on the margins, “too Jewish” for the mainstream yet “too white” for the new multicultural curriculum? Novels, short stories, poetry, and essays by recipients of the Nobel and Pulitzer prizes, the National Book Award, and many others. Intended for students seeking a course on ethnic/multicultural literature of the United States and/or American Jewish culture. (L) 4 credits
Justin D. Cammy
Offered Spring 2009

233 American Literature from 1865 to 1914
A survey of American writing after the Civil War, with an emphasis on writers who criticize or stand apart from their rapidly changing society. Fiction by Twain, James, Howells, Dreiser, Crane, Chopin, Chesnutt, Jewett, and Sui Sin Far; along with a selection of the poetry of the era. (L) 4 credits
Richard Millington
Offered Spring 2008

235 Modern American Writing
American writing in the first half of the 20th century, with emphasis on modernism. Fiction by Cather, Hemingway, Fitzgerald, Hurston, Faulkner; poetry by Frost, Stevens, Eliot, Pound and Bishop. (L) 4 credits
Dean Flower
Offered Spring 2008

CLT 235 Fairy Tales and Gender
A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral storytelling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. (L) 4 credits
Elizabeth Harries
Offered Fall 2007

236/AAS 237 Twentieth Century Afro-American Literature
A survey of the evolution of African-American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. (L) 4 credits
Daphne Lamothe
Offered Fall 2007

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) 4 credits
Douglas Patey
Offered Fall 2007

240 Modern British and American Drama
A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theatre of passion; absurdism; language-oriented realism; talk drama; and postmodern, performance-oriented plays. Works by Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Churchill, Hwang. Occasional screenings of plays. (L) 4 credits
Luc Gilleman
Offered Spring 2008

FLS 240 Film and Music
A survey of film and music in their various relations. Music in an essential cinematic technique; music as a rich subject for film. Examples drawn from different periods and countries: the mainstream cinema with orchestral scores, silent film with various kinds of accompaniment, animation with music, filmed musical comedy and opera, musical biopics, television drama with lip-synched songs, the Bollywood musical. Prerequisite: a college course in film, literature, or music. (A/L) 4 credits
Jefferson Hunter
Offered Spring 2008
241 Postcolonial Literature
An introduction to Anglophone fiction, nonfiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include: how writers respond to histories of colonial dominance; their ambivalence towards English linguistic, literary and cultural legacies; how literature can (re)construct national identities and histories, and explore/expose ideas of race, gender and sexuality; what are some consequences of global diasporas, migration and U.S. imperialism. Possible writers: Achebe, Soyinka, Ngugi, Aidoo, Dangarembga, Naipaul, Walcott, Cliff, Rushdie, Kureishi, Arundhati Roy, Lahiri and some theoretical essays. (L) 4 credits
Ambreen Hai
Offered Fall 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 Spring 2008

255 For the Love of God and Woman: Seventeenth-Century Poetry
An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions, and imagery; to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert and Marvell, in the context of their time and their contemporaries. (L) 4 credits
Patricia Skarda
Offered Spring 2008

256 Shakespeare
A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. (L) 4 credits
Gillian Kendall
Offered Fall 2007

257 Shakespeare
Eric Reeves, Sharon Seelig
Offered Spring 2008

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 2008

260 Milton
A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for patriarchy and advocate of human dignity, the last great Renaissance humanist, a poet of enormous creative power and influence. (L) 4 credits
Eric Reeves
Offered Fall 2007

263 Romantic Poetry and Prose
Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. (L) 4 credits
Cornelia Pearsall
Offered Fall 2007

266 Literature of the Victorian Period
A study of the range of Victorian literature, including works by Tennyson, the Brownings, Arnold, the Pre-Raphaelites, Carroll and Hopkins, with attention to literary, cultural and social contexts. Exploration of such topics as the tensions between conformity and transgression, the role of women, and the place of poetry in a shifting society. (L) 4 credits
Cornelia Pearsall
Offered Spring 2008
267 Introduction to Asian American Literature
Although we sometimes think only of modern-day authors like Amy Tan or Jhumpa Lahiri when we think of Asian American literature, in fact Asian Americans have been writing and publishing in English since at least 1887. In this course, we will read selected Asian American poetry, novels, short stories, plays and films produced from the late 19th century until the present. We will consider how works engage with issues that have always concerned Asian Americans, like identity development and racism. Also, we will pay attention to how works speak to concerns specific to their period, such as the exclusion acts of the 1880s, the proletarian movement of the 1930s, the decolonization of South Asian and Southeast Asian countries since the 1940s, and the increasing size and diversity of the Asian American population in the late 20th century. At all times, we will attend closely to matters of language and form. (L) 4 credits
Floyd Cheung
Offered Fall 2007

268 Studies in Literary Genres: The Sonnet Sequence
This course explores problems of literary form and literary history through a historical examination of the sonnet sequence focused on two especially important moments in that form’s career: its original English-language flowering in the 16th century and its reappearance in the 20th century. Readings will include Sidney’s Astrophel and Stella, Spenser’s Amoretti, Shakespeare’s sonnets, and Donne’s Holy Sonnets, Millay’s Conversation at Midnight, Auden’s “Sonnets from China,” Brooks’s Annie Allen, Hacker’s Love, Death, and the Changing of the Seasons, and Voigt’s Kyrie. Prerequisite: ENG 199, 200, or 201. (E) (L) 4 credits
William Oram and Michael Thurston
Offered Spring 2008

270 The King James Bible and Its Literary Heritage
A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, Frost and MacLeish. Recommended background: REL 210 and 220. (L) 4 credits
Patricia Skarda
Offered Spring 2008

279 American Women Poets
A selection of poets from the last 50 years, including Sylvia Plath, Diane Gilliam Fisher, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glück, and Rita Dove. An exploration of each poet’s chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet’s materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. (L) 4 credits
Susan Van Dyne
Offered Fall 2007

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. Enrollment limited to 40. (S) 4 credits
Daphne Lamothe
Offered Spring 2008

285 Introduction to Contemporary Literary Theory
An introduction to major theoretical questions and debates shaping the course of literary studies today, regarding what literature is, how literature is (to be) read, how literature functions within culture and society, how theory and literature may interact. Attention to theory and practice of such 20th-century critical movements as the New Criticism, structuralism, poststructuralism, Marxism, psychoanalysis, cultural studies, as well as to challenges from theories of gender, sexuality, feminism, queer, race, transnationalism. Prerequisite: a college course in literature or permission of the instructor. (L) 4 credits
Ambreen Hai
Offered Spring 2008

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

Martin Antonetti
Offered Fall 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, syllables 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 2008

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, Hilton Als, Nora Crow
Offered Fall 2007, Spring 2008

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 2008

295 Advanced Poetry Writing
Admission by permission of the instructor. (L) 4 credits
Nikky Finney
Offered Fall 2007, Spring 2008

296 Writing Short Stories
Admission by permission of the instructor. (L) 4 credits
Amy Bloom
Offered Fall 2007, Spring 2008

384/AMS 351 Writing About American Society
An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited. Admission by permission of the instructor. (L/S) 4 credits
Hilton Als
Offered Spring 2008

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.

348/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 Spring 2008
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 2007

Level V

Level V

Seminars. Seminars are open only to juniors and seniors, and admission is by permission of the instructor.

Seminars in the English department stand as the capstone experience in the major: They bring students into the public aspects of intellectual life, and the papers they require are not only longer but also different in kind from those in 200-level classes. These papers require a research component in which students engage the published arguments of others, or at least demonstrate an awareness of the ongoing critical conversation their work is entering. But such work proves most useful when most available, and so we also require that students present their thinking in some way to the semi-public sphere of the seminar itself.

All students who wish to take a seminar must 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: Nathaniel Hawthorne. Intensive study of the writing of Nathaniel Hawthorne—cultural analyst, explorer of the psyche, and narrative strategist. Attention, too, to recent debates in American literary study, in which Hawthorne's texts have figured significantly.
Richard Millington
Offered Spring 2008

345 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. Enrollment limited to 12. (L) 4 credits
Elizabeth Harries
Offered Spring 2008

352 Seminar: The Middle Passage in Contemporary Black Literature and Culture
Poet Robert Hayden described the Middle Passage of the slave trade as a “voyage through death” that transported Africans across the Atlantic to the Americas. This course explores the legacy of the Middle Passage in contemporary literature and culture from 1969 to today looking at how past is made present. Through poetry, novels, short stories, film and visual art on the Middle Passage, we will consider how this historical phenomenon works as motif in black culture and site of trauma for black artists. We will examine the ways different genres achieve particular nuances in their expressions of this voyage. Prerequisite: a 200-level course in English or Afro-American Studies. (E) (L) 4 credits
Danielle Elliott
Offered Fall 2007

353 Seminar: Advanced Studies in Shakespeare
Topic: To be announced.
Gillian Kendall
Offered Spring 2008

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 2007

365 Seminar: Studies in 19th-Century Literature
The Brontës. A study of the lives and works of the remarkable Brontë sisters and their shadowy brother, exploring the literary, cultural and familial circumstances that aided and impeded the development of their art. Novels, poetry and paintings by Charlotte Brontë, Emily Brontë, Anne Brontë and Branwell Brontë. (L) 4 credits
Cornelia Pearsall
Offered Fall 2007
387 Asian American Autobiography
Topic: Asian Americans Abroad: Narratives of Identity and Location. A consideration of the best written and most thoughtful travel writings by Asian Americans. How are Asian Americans perceived and how do they perceive themselves when they are abroad, especially in their countries of heritage? In most cases, travel complicates rather than clarifies the relationship between identity and location. Likely authors to be studied include Kyoko Mori, Luis Francia, Katy Robinson, David Mura, Andrew Pham, Paiskey Rekdal, and Meena Alexander. (L) 4 credits
Floyd Cheung
Offered Spring 2008

395 Freud and Sherlock Holmes
Readings include Freud’s case studies and Conan Doyle’s detective stories; popular accounts of Freud and Holmes in fiction, film and drama; and critical investigations of their economies of signification (forays into various critical -isms). Practical component: keeping a dream journal and collaborative writing of a detective story or fictionalized case study. Prerequisite: an advanced literature course and interest in theory. (L) 4 credits
Luc Gillemann
Offered Fall 2007

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 295 Modern Short Stories
CLT 300 Contemporary Literary Theory
THE 261 Writing for the Theatre
400 Special Studies
1 to 4 credits
Offered both semesters each year

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

The Major
Advisers: Members of the department

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 2008 and 2009 may choose either the old or the new requirements. Students in the class of 2010 and after 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

In 2007–08 the following courses fulfill the second requirement listed above: 200, 202, 203, 211, 231, 238, 250, 255, 256, 257, 259, 260, 263, 270, 353, and 362.

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: Ambreen Hai (2007–08)

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 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
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 preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions.

EVS 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. (N) 4 credits
Offered Spring 2009

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
Paulette Peckol and Greg White
Offered Spring 2008

**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 “product” 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 2007

**SOC 332 Seminar in Environmental Sociology**
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 2008

**Chemistry**
CHM 108 Environmental Chemistry
GEO 301 Aqueous Geochemistry
EGR 260 Mass and Energy Balances
EGR 312 Thermochemical Processes in the Atmosphere

**Ecology**
BIO 110 Introductory Colloquia: Life Sciences for the 21st Century — Conservation Biology
BIO 154 Biodiversity, Ecology, and Conservation
BIO 266 Principles of Ecology
BIO 268 Marine Ecology and lab
BIO 364 Plant Ecology and lab
BIO 390 Topics in Environmental Biology: Coral Reefs—Past, Present and Future

**Geology**
GEO 104 Global Climate Change: Exploring the Past, the Present, and Options for the Future
GEO 105 Natural Disasters: Confronting and Coping
GEO 108 Oceanography: An Introduction to the Marine Environment
GEO 109 The Environment
GEO 111 Introduction to Earth Processes and History
GEO 301 Aqueous Geochemistry*
GEO 309 Groundwater Geology
GEO 311 Environmental Geophysics
EGR 315 Ecohydrology

**Environmental Policy**
ANT 230 Africa: Population, Health, and Environmental Issues
ANT 236 Economy, Ecology, and Society
ANT 241 Anthropology of Development
ECO 224 Environmental Economics
GOV 254 Politics of the Global Environment
GOV 306 Politics and the Environment
PPL 222 Colloquium: U.S. Environmental History and Policy
SOC 332 Seminar in Environmental Sociology

**Electives**
Elective courses can be chosen from courses listed for the environmental science and policy minor; and outside the minor with consultation and approval of the minor adviser. Examples are:
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
John M. Connolly, Professor of Philosophy
Elizabeth V. Spelman, Professor of Philosophy, Director
Donald Joralemon, Professor of Anthropology

*1 Albert Mosley, Professor of Philosophy
Susan Levin, Associate Professor of Philosophy
Donna Riley, Associate Professor of Engineering
Ernest Alleva, Lecturer of Philosophy

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

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

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

ANT 255 Dying and Death
EGR 390 Topics in Engineering: Science, Technology and Ethics
PHI 221 Ethics and Society
PHI 235 Morality, Politics and the Law
PHI 238 Environmental Ethics
PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom
PHI 242 Topics in Medical Ethics
PHI 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.
Visiting faculty and some lecturers are generally appointed for a limited term.

**Professors**
Donald Steven Siegel, Ed.D.
*1* James H. Johnson, Ph.D.
*2* Barbara Brehm-Curtis, Ed.D, Chair
Christine M. Shelton, M.S.

**Lecturers**
Jane M. Stangl, Ph.D.
Lynn Oberhillig, M.B.A
Tim Bacon, M.A
Jacqueline Blei, M.S.

**Visiting Lecturer**
Judith Flohr

**Performance Instructors**
Kim Bierwert, B.S.
Christine Davis, M.S.
Bonnie May, M.S.
Suzanne Payne, M.Ed.
Judith Strong, B.S.
Carla Coffey, M.A.
Karen Klinger, M.S.
Phil Nielsen, M.A.
Scott Johnson, B.S.
Wendy Walker

Ellen O’Neil, M.S.T.
David Stillman
Richard Cesario
Rosalie Peri, RN, CPT
Craig Collins
Nancy Rothenberg, 3rd degree black belt
Lisa Thompson, B.A
Lynne Paterson
Jennifer Good-Schiff
Jean Ida Hoffman, M.S.
Judy Rigali
Jo Schneiderman, M.Ed.
Rachel Hackett, B.A
Cindy Schmelpfenig
Tasmyn Green, M.Ed.

**Teaching Fellows**
Christine Clancy, B.A
Erica Holot, B.A
Jeremy Ivey, B.S.
Hannah Shalett, B.A
Elisabeth Somerset, B.A
Sonnie Terrell, B.A
Jennifer Williams, B.A
Laura Williamson, B.A

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**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
Jane Stangl and to be announced
Offered Fall 2007

**101 Introduction to Coaching Skills**
This course will introduce students to the principles of coaching that are applicable to all sports. Content will include the following areas of sport science: Pedagogy, Leadership, Psychology, Biomechanics, Physiology, Growth and Development and areas of Health and Wellness related to the well-being of athletes. This course will be of particular interest to education students or those intending to pursue a career in teaching as the course will prepare students to obtain the American Sport Education Program (ASEP) Coaching Certification, which is now or will be mandatory for
public high school coaches in many states including Massachusetts. Enrollment limited to 20. {S} 4 credits
Tim Bacon
Offered Spring 2008

107 Emergency Care
The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 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 credits
Beth Somerset, Fall 2007
Sonnie Terrell, Spring 2008
Offered both semesters

140 Lifestyle Literacy: Current Issues in 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) {N} 4 credits
Barbara Brehm-Curtis
Offered Fall 2007

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) 2 credits
Judith Flohr
Offered Fall 2007

175j Applied Exercise Science
Same description as 175.
Sonnie Terrell and Jennifer Williams
Offered during Interterm

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media’s representation of women. {N} 4 credits
Leslie Jaffe
Offered Spring 2008

210 Kinesiology
A course in applied anatomy and biomechanics. Students learn basic structural anatomy as well as the application of mechanics to human movement. Special emphasis is given to the qualitative analysis of human movement. This is an important course for any student who intends to study physical therapy or personal training. {N} 4 credits
James Johnson
Offered Spring 2008

220 Psychology of Sport
An introduction to the principles and applications of the four main areas of sport psychology: peak performance, psychological skills training, motivation and group processes. Students will have an opportunity to research and apply models of interest. Prerequisite: PSY 111 {S} 4 credits
Tim Bacon
Offered Spring 2008

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 Spring 2008
EDC 336 Seminar in American Education
Topic: Urban Youth Development. Designed for students who aspire to study social and educational programs devoted to serving youth. We will examine theories that explain the factors that perpetuate the achievement gap and explore programs developed to redress these inequalities. Special attention will be paid to exploring methods of research and evaluation of youth programs. Students will identify a project related to Project Coach—a coaching education that prepares adolescents from Springfield and Holyoke to coach and run youth sports at a boys and girls club and at a public school during the after school hours (or identity their own project site to study). 4 credits
Sam Intrator and Donald Siegel
Offered Fall 2007

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 2007

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

B. Performance Courses
Credit
Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

901 Aquatic Activities
Beginning Swimming
A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety and enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and comfort in the water. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or non-swimmers. 1 credit
Karen Klinger
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
This course will focus on improving swimming techniques in all four strokes and introducing the use of the pool as a fitness medium in preparation for swim conditioning. Enrollment limited to 18. 1 credit
Craig Collins
Offered Fall 2007

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 permis-
sion 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
Beth Somerset
Offered Spring 2008

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 for fun and education, 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/AED (Automated External Defibrillator) and CPR for the Professional Rescuer. The Waterfront Lifeguard Module will also be taught if time permits. Prerequisites: 500 yard swim using crawl, breast and side strokes, and retrieval of 10 lb. brick from 8 ft. depth. Enrollment limited to 10. 2 credits
Craig Collins
Offered both semesters

Water Safety Instructor
Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: Rescue and safety skills and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke and surface dive) at ARC Level VI proficiency. Enrollment limited to 10. 2 credits
Kim Bierwert
Offered Spring 2008

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 2008

920 Fencing
Fencing I
The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. 1 credit
Jacqueline Blei
Offered both semesters

925 Golf
Golf I—Beginner
An introduction to the game of golf. Taught from "green to tee," this course will teach the basic mechanics of the swing as well as correct club selection. The initial focus of the course will be directed to the "short game" and develop toward appropriate use of mid-, and long irons, concluding with woods/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 six weeks. Enrollment limited to 10 per section. 1 credit
Christine Clancy
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/metal 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,
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.

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, Rachel Hackett, Cindy Schmelpfenig
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, Rachel Hackett, Cindy Schmelpfenig
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, Rachel Hackett, Cindy Schmelpfenig
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, Rachel Hackett, Cindy Schmelpfenig
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, snowshoeing, etc. 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 10. 2 credits
Scott Johnson, Fall 2007
Tasmynn Green, Spring 2008
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 seven weeks of the fall semester. Prerequisite: satisfactory swimming skills. Enrollment limited to 11. 1 credit
Jeremy Ivey
Offered Fall 2007

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 eight per section. 1 credit
Scott Johnson
Offered Spring 2008

Sea 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 expect one weekend day trip to the coast. Prerequisite: satisfactory swimming skills. Enrollment limited to 11. Course will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks. 1 credit
Jennifer Good-Schiff
Offered both semesters
Rock Climbing I
The objective of this course is to teach students the fundamentals of rock climbing. This will include familiarity with the equipment, climbing technique, various knots and belaying. Top-rope anchor building will also be introduced. Safety issues will be a strong emphasis in this course. The majority of class time will take place on the Ainsworth Gym Climbing Wall. Please note that this class will serve only as a basic introduction 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

Rock Climbing II
This course will review the fundamentals of rock climbing, then introduce more advanced skills with a greater emphasis on gaining proficiency with outdoor climbing techniques and top-rope anchor building. Safety issues will remain a strong emphasis in this course. The majority of class time will take place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Enrollment limited to 10. 1 credit
Scott Johnson
Offered Fall 2007

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 I
This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Enrollment limited to 20 per section. 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
Sonnie Terrell, Jennifer Williams, Fall 2007
Jeremy Ivey, Jennifer Williams, Spring 2008
Offered both semesters

Pilates Mat Training I
A course designed to teach the mat exercises of Joseph Pilates. These exercises are designed to increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course the student will be able to develop and maintain their own Pilates matwork program. Enrollment limited to 25. 1 credit
Rosalie Peri, Jean Hoffman
Offered both semesters

Pilates Mat Training II
A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course will explore the history of Pilates, the benefits of Joseph Pilates Matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Enrollment limited to 25. 1 credit
Rosalie Peri
Offered Fall 2007

945j Physical Conditioning
A repetition of 945. 1 credit
Beth Somerset
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 seven weeks of the fall semester. In the spring semester, class meets last six weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 10 per section. 1 credit
Jeremy Ivey
Offered both semesters

955 Self Defense
Self Defense I
Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation and effective communication will be emphasized. Other topics include assertiveness training, date rape and personal defense weapons. Enrollment limited to 20. 1 credit
Nancy Rothenberg
Offered both semesters

Kung Fu
Indonesian Kung-Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Enrollment limited to 20. 1 credit
Nancy Rothenberg
Offered both semesters

960 Squash
Squash I
Instructions in basic strokes, rules, tactics, and strategy designed to allow the student to progress to a USSRA level 2.0 to 2.5 (Beginner). Enrollment limited to 10 per section. 1 credit
Jacqueline Blei, Judith Strong, Fall 2007
Judith Strong, Spring 2008
Offered both semesters

965 Tai Chi
Tai Chi I
An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health and self-defense applications. No prerequisites. Enrollment limited to 26 per section. 1 credit
Richard Cesario
Offered both semesters

Tai Chi II
Twenty-four posture Tai chi, a standardized form from mainland China. Prerequisite: Tai chi I or permission of the instructor. Enrollment limited to 26 per section. 1 credit
Richard Cesario
Offered Spring 2008

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 presented. Tennis rules and etiquette will be included in the curriculum. Enrollment limited to 16 per section. 1 credit
Erica Hollot, Judy Strong, Fall 2007
Erica Hollot, Spring 2008
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. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Christine Shelton, Fall 2007
Christine Clancy, Christine Davis, Spring 2008
Offered both semesters

Tennis III—Intermediate
Students must have a working knowledge of the following tennis strokes: forehand, backhand, volleys, serves, lobs and overheads. Tennis stroke direction, height and depth variations will be included in the curriculum. 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.
Exercise and Sport Studies

Prerequisite: Tennis II or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Christine Davis, Fall 2007
Erica Hollot, Spring 2008
Offered both semesters

Tennis IV—Advanced
Students must be able to execute tennis strokes utilizing direction, height and depth variations. Students should understand basic singles and doubles positioning. Mastery of topspin and slice groundstroke and slice serves will be part of the curriculum. Speciality shots including approach volleys, swinging volleys and half volleys will be introduced and practiced. Prerequisite: Tennis III or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Christine Shelton
Offered Spring 2008

975 Yoga

Yoga I
An introduction to basic hatha yoga poses, breath techniques, meditation and yoga philosophy. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind/body connection. Enrollment limited to 26 per section. 1 credit
Elizabeth Thompson, Lynne Paterson, Jo Schneiderman, To be announced, Fall 2007
Elizabeth Thompson, Lynne Paterson, Spring 2008
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
Jo Schneiderman
Offered Spring 2008

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 four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

D. Graduate Courses

Adviser: Jane M. Stangl

501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. 2 credits
Lynn Oberbillig
Offered Fall 2007

502 Seminar in Philosophy and Ethics
This course will introduce selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course will examine beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. This class meets for the first six weeks of the semester. 2 credits
Christine Shelton
Offered Fall 2007
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
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
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 Brehm-Curtis
Offered Spring 2008

510 Biomechanics of Sport and Exercise
Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210, undergraduate kinesiology, or biomechanics. (N) 4 credits
Jim Johnson
Offered Spring 2008

540 Microcomputers in Exercise and Sport Studies
Examination of computer utilization in exercise and sport studies. Major course components include: (a) databases and spreadsheets, (b) Internet resources, (c) digitized video and (d) biochemical analysis. This class meets the last six weeks of the semester. (M) 2 credits
Don Siegel
Offered Fall 2007

555 Sports Nutrition
The purpose of this course is to provide students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course will apply basic nutrition science information to sports training and competition. This course will focus extensively on what coaches and athletes need to know about nutrition for optimal performance. 2 credits
Barbara Brehm-Curtis
Offered Spring 2008

560 Socio-cultural Analysis of Sport
Sport is one of the most pervasive social institutions within U.S. and North American society. Sociological and cultural studies concepts will be employed to investigate sport as a social institution in its own right, as well as its inter-relationship with other institutions. Herein, sport is examined as a key agent in contemporary culture and ideological development. Graduate status only. Enrollment limited to 20. 4 credits
Jane Stangl
Offered Fall 2007

570 Seminar in Sport Psychology
An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior; motivation, perception and self-beliefs. Leadership and group dynamics will also be covered. Case studies will be used to facilitate operationalizing theory. (S) 4 credits
Don Siegel
Offered Spring 2008

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.

**Associate Professor**
Alexandra Keller, Ph.D.

**Assistant Professor**
Baba Hillman (Five College Assistant Professor of Film and Video)

**Lecturer**
Lucretia Knapp, M.F.A.

**Advisers**
Anna Botta, Professor of Italian Language and Literature

**2** Darcy Buerkle, Assistant Professor of History
**1** Dawn Fulton, Associate Professor of French Studies
**2** Jefferson Hunter, Professor of English Language and Literature, Director
Alexandra Keller, Associate Professor of Film Studies
Barbara Kellum, Professor of Art
Richard Millington, Professor of English Language and Literature
Frazer Ward, Assistant Professor of Art
Joel Westerdale, Assistant Professor of German Studies

200 Introduction to Film Studies
An overview of cinema as an artistic, industrial, ideological and social force. Students will become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, performance, narration and formal structure, etc.), the terminology of film production, and the relations among industrial, ideological, artistic, and social issues. Films (both classic and contemporary) 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
Alexandra Keller
Offered Fall 2007

240 Film and Music
A survey of film and music in their various relations. Music in an essential cinematic technique; music as a rich subject for film. Examples drawn from different periods and countries: the mainline cinema with orchestral scores, silent film with various kinds of accompaniment, animation with music, filmed musical comedy and opera, musical biopics, television drama with lip-synched songs, the Bollywood musical. Pre-requisite: a college course in film, literature, or music. **(A/L)** 4 credits
Jefferson Hunter
Offered Spring 2008

241 Genre/Period
Topic: The Western and American Identity. This class examines the relation of perhaps the defining American film genre to questions of both American cinema and American identity. How are Westerns reflective and symptomatic of vital issues in United States history and culture? How does the genre help shape and define how Americans think of themselves? How did the genre change over the post-war period, and what does this tell us about the changing needs, ideas, and ideologies of both American filmmaking and the United States itself? Specific issues up for consideration: counter-Westerns and Vietnam, the impact of race, gender and sexuality on Western protocols, the relation of Westerns to foreign and domestic policy (including Gulf Wars, immigration laws, gay marriage). Films to be considered include: Stagecoach, My Darling Clementine, Johnny Guitar, The Searchers, Little Big Man, Unforgiven, Pose, Lone Star, The Ballad of Little Jo, Brokeback Mountain. **(A)** 4 credits
Alexandra Keller
Offered Fall 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, Fall 2007
Baba Hillman, Spring 2008
Offered Fall 2007, Spring 2008

282 Advanced Video Seminar
Topic: Smoke and Mirrors, Paper Plates and Dry Ice: Special Effects in Film, Video and Television Production. This class focuses on the moving image as it relates to illusion, special effects and their antecedents. We will screen films that are low-budget, as well as those that are high-end and effects-driven. Students will also study studio or television production (different from standard video field production). Discussion and screenings will include early in-camera effects, stop-motion animation, chroma-keying, present-day digital compositing, and segments from films, including A Trip to the Moon, Jason and the Argonauts, Ed Wood and The Silence of Sleep. We will also examine the work of video artists such as Peter Campus, Dara Birnbaum, Patty Chang and Paul Pfeifer. Some of the programs we will investigate are Final Cut Pro and Shake. Part of the class will involve editing with Final Cut Pro while another portion will be carried out in the television studio at Smith. Readings will examine the relationship between the development of selected imagery/special effects and contemporaneous historical or political events. Prerequisite: FLS 280 or a video production class or permission of the instructor. Enrollment limited to 13. (A) 4 credits
Lucretia Knapp
Offered Spring 2008

350 Questions of Cinema
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 (and early 21st) century art, especially visual culture. Working with the premise that film has been arguably the most significant, 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 maintaining a very active avant-garde practice. The class will also look at how cinema has consistently and transcendentally 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 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 2008

351 Film Theory
This seminar will explore central 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 sociocultural 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 written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, Cahiers du Cinema, the Dogme Collective, 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 exposure to film theory. Fulfills film theory requirement for the major and 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 2008
Crosslisted Courses

FRN 244 French Cinema
Martine Gantrel
Offered Fall 2007

FYS 127 Adaptation
Jefferson Hunter
Offered Fall 2007

FYS 146 Contemporary Theatre and Film in China
Nan Zhang and Ellen Kaplan
Offered Fall 2007

GER 227 What Color is the Earth?
Barton Byg
Offered Spring 2008

GER 230 Topics in German Cinema
Topic: Nazi Cinema
Joel Westerdale
Offered Fall 2007

THE 261 Writing for the Theatre
Leonard Berkman
Offered Fall 2007, Spring 2008

THE 262 Writing for the Theatre
Leonard Berkman
Offered Fall 2007, Spring 2008

THE 362 Screenwriting
Andrea Hairston
Offered Spring 2007

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.

Program of Study:
1. One introduction to film course (normally taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on nonnarrative 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.
The Minor

**Advisers:** Barbara Kellum, Jefferson Hunter, Dawn Fulton, Darcy Buerke, Richard Millington, Anna Botta, Alexandra Keller, Frazer Ward, Joel Westerdale

The Film Studies Program offers the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. The program’s primary goal is to expose students to a wide range of cinematic works, styles and movements in order to cultivate critical understanding of the medium’s significance as an art form, as a means of cultural and political expression, and as a reflection of social ideologies and mentalities.

**Requirements:** Six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

**Required courses:**
- FLS 200 Introduction to Film Studies
- FLS 351 Film Theory

**Electives:**
- ENG 120 Colloquia in Literature: Shakespeare and Film
- FLS 240 Film and Music
- FLS 241 Genre/Period
- FLS 245 British Film and Television
- FLS 280 Introduction to Video Production
- FLS 282 Advanced Video Seminar
- FLS 350 Questions of Cinema
- FRN 244 French Cinema
- FYS 127 Adaptation
- FYS 146 Contemporary Theatre and Film in China
- GER 230 German Cinema
- ITL 342 Italian Cinema
- SPN 245 Topics in Latin American and Peninsular Studies
  - Topic: Latin American Film as Visual Narrative
- SPN 246 Topics in Latin American Literature
  - Topic: Reinterpreting Magical Realism in Literature and Film
- THE 318 Movements in Design: Production Design for Feature Films

**Smith College Advisers**
- Anna Botta, Professor of Italian Language and Literature
- Darcy Buerkle, Assistant Professor of History
- Dawn Fulton, Associate Professor of French Studies
- Jefferson Hunter, Professor of English Language and Literature
- Alexandra Keller, Associate Professor of Film Studies
- Barbara Kellum, Professor of Art
- Richard Millington, Professor of English Language and Literature
- Frazer Ward, Assistant Professor of Art
- Joel Westerdale, Assistant Professor of German Studies
First-Year Seminars

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

FYS 112 The Work of Repair
Human beings appear to spend a great deal of time on projects of repair—fixing objects, mending relationships, repairing the social and political damage left in the wake of past events. What do such projects require of the mender? What changes take place in the mended? When is repair desirable? When is it inappropriate or impossible? Among the topics for examination: the restoration of works of art; repair of the environment; the function of criticism and revision; the place of legal reparations; the meaning of apology and reconciliation; pleasure in Ruins. Enrollment limited to 16 first-year students. (S) WI 4 credits
Elizabeth V. Spelman (Philosophy)
Offered Fall 2007

FYS 113 Meanings and Values in the World of Work
This course examines diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? How is it related to family life and individual well-being? What makes work desirable or undesirable, and meaningful or meaningless? What rights, interests, and obligations does or should it involve? Is there a right or obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How are work and education related? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? Enrollment limited to 16 first-year students (E) (S) WI 4 credits
Ernest Alleva (Philosophy)
Offered Fall 2007

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 Study of Women and Gender major. (WI) (L) 4 credits
Marilyn R. Schuster (Study of Women and Gender)
Offered Fall 2007

FYS 118 The Groves of Academe
A study of short stories, novels, memoirs and films that describe and interpret the postsecondary academic experience of the 20th century. Many of the selections are set at Smith. By reading about the real and fictional experiences of others, students may come to understand their own. In addition to some serious analytical essays, students will make presentations (alone and with others) on the works material in the Smith archives, and the issues under consideration. Enrollment limited to 16 first-year students. (L) WI 4 credits
Patricia Skarda (English)
Offered Fall 2007

FYS 121 The Evolution and Transformation of the Northampton State Hospital
This seminar explores the history of the Northampton State Hospital, its impact on the city of Northampton, and the current planning process around the redevelopment of the site. The Northampton State Hospital grounds lie adjacent to Smith College. The facility was opened in the mid-1800s as the third hospital for the insane in Massachusetts. At its height, a century later, it had over 2000 patients and over 500 employees. In 1978, a federal district court consent decree ordered the increased use of community-based treatment as one part of a process of deinstitutionalizing the mentally ill in Western Massachusetts. In 1993 the hospital was officially closed. Now 120 acres of land and 45 buildings on the “campus” have been made available by the
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**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) 4 credits

Adrienne Andrews (Anthropology)

Offered Fall 2007

**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 Spring 2008

**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 short stories by Ernest Hemingway, Cornell Woolrich, Guy de Maupassant, Ernest Haycox, and Ryunosuke Akutagawa; Henry James’s The Turn of the Screw; Kazuo Ishiguro’s The Remains of the Day; and Susan Orlean’s The Orchid Thief; and by viewing films by Tony Richardson, John Ford, Alfred Hitchcock, Jack Clayton, Akira Kurosawa, James Ivory, and Spike Jonze. Practice in class discussion, in doing on-line 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. (L/A) WI 4 credits

Jefferson Hunter (English)

Offered Fall 2007

**FYS 128 Ghosts**

This course explores what Toni Morrison in Beloved calls “the living activity of the dead”: their ambitions, their desires, their effects. Often returning as figures of memory or history, ghosts raise troubling questions as to what it is they, or we, have to learn. We shall survey a variety of phantasmagorical representations in poems, short stories, novels, films, spiritualist and scientific treatises, and spirit photography. This course counts towards the English major. (L) WI 4 credits

Cornelia Pearsall

Offered Fall 2007

**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 representa-
tions intersect with modern lived experience? We will read narratives of transition from archaic and classical Greece and 20th-century Europe and North America, including Homer’s "Odyssey," the Homeric Hymn to Demeter, the poems of Sappho, and novels by Alain-Fournier, Thomas Mann, and Willa Cather. Enrollment limited to 16 first-year students. (L) WI 4 credits
Justina Gregory
Offered Fall 2007

FYS 130 Lions: Science and Science Fiction
This seminar will explore lions from many perspectives. We will look at how lions are viewed by artists, 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 Cherykh, 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 2007

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 Fall 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 2007

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”; “The Trial of Galileo”; “Kansas 1999, Evolution and Creationism”; and “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” In the “Athens” game, for example, students constitute themselves as the Athenian Assembly after the Peloponnesian War; assigned roles corresponding to the factions of the day, they quarrel about such issues as the democratic character of the regime, 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 advisor. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve 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,
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and classic texts (e.g., Plato's Republic, the Analects of Confucius, Machiavelli's The Prince, Rousseau's Social Contract). Papers are all game- and role-specific; there are no exams. (H) (WI) 4 credits

Sections:
Section: David Cohen (Mathematics)
Section: Daniel Garnther (History)
Section: Richard Sheer (Music)
Section: William Oram (English)
Offered Fall 2007

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 product that was formerly a public good. This course will examine environmental issues from interdisciplinary perspectives. Through scholarly articles, field trips, case studies 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 2007

FYS 148 Black Culture and Identity in Motion
African peoples arrived in the "New World" as captives of the transatlantic slave trade. This historical event was devastating yet it was also an occasion for new cultures and identities to be formed. This course will explore how histories of migration continue to shape the formation of the Black cultures and subjectivity. Migration has enabled Black peoples to refashion their identities, transform the often hostile environments they enter and make their mark on the art and cultures of their new societies. Among the topics for examination will be the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post-Civil Rights era "reverse migration," and more recent immigrations by people from the Caribbean and Africa. We will use literature, history and journalistic accounts, as well as narrative and documentary films to ask how these stories help us understand the intricacies of this rich history. Enrollment limited to 16 first year students. (L) WI 4 credits
Daphne Lamothè
Offered Fall 2007

FYS 149 An Even Playing Field? Women, Sport and Equity
Pending CAP approval. This first-year seminar offers a survey of women's past and present involvement with sport and physical activity. What are the issues and debates surrounding gender in sport? How has the interpretation of Title IX supported and hindered full access to participation and leadership in sport for girls and women? This course is intended to help develop and foster critical thinking skills, to learn and understand the historical and social context underlying the current state of women's participation in sport. During the course of the semester we will explore primary sources about the history of women and sport in the Sophia Smith Collection and examine the literature that has evolved as women's participation in sport has expanded. We will consider women's involvement with the sports media and various contemporary issues, including but not limited to legal and social mechanisms for improving sporting experiences for women. Field trips to local sporting events and venues will be part of this seminar.
Christine Shelton
Offered 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. Enrollment limited to 14 first-year students. (L/N) WI 4 credits
Larry Meinert
Offered Fall 2007

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 master-
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FYS 153 Excavating Women
The interdisciplinary seminar will explore a little-known area in the history of archaeology: the participation and legacy of women from the time of Thomas Jefferson to today. Students will learn by analyzing the lives, achievements, and experiences of women who devoted themselves to this pursuit or advanced it through their support of those who did. The class involves students in the professor's innovative methodology, archival archaeology, and current area of research. Enrollment limited to 15. (E) WI {H/S} 4 credits
Susan Heuck Allen
Offered Spring 2008

FYS 154 Law, Community and Belonging
This course explores the role of the law in policing the boundaries of belonging. How do communities invoke the law to classify insiders and outsiders, and with what consequences? How does this function of the law affect how individuals live their lives? Drawing on a diverse range of sources, from cases and statutes to the literature of mobility and displacement, this first-year seminar will explore a variety of questions associated with the politics of belonging. (E) WI {S} 4 credits
Alice Hearst
Offered Fall 2007

FYS 155 Celtic Worlds
A reading in translation of the imaginative literature of medieval Wales and Ireland. We will explore conceptions of this and the Otherworld; the transmigration of souls and cauldrons of rebirth; the dynamic relation between Christian and traditional values; the celebration of violence, sexuality and motherhood; druidism, madness and prophecy; the lives of the Celtic saints; and the earliest origins of the Arthurian legend. WI {L} 4 credits
Craig R. Davis
Offered Fall 2007

pieces 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.

EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics on East Asian Languages and Literatures

GER 227 Topics in German Studies
GER 230 Topics in German Cinema

ITAL 252 Italy “La Dolce Vita”

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
EAL 240 Japanese Language and Culture
EAL 241 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
Professors
Mary Ellen Birkett, Ph.D.
*1 Ann Leone, Ph.D.
Janie Vanpee, Ph.D.
§1 Eggl Doss-Quinby, Ph.D.
**2 Martine Gaëtan, Agrégée de l'Université, Docteur en Littérature Française, Chair

Associate Professors
**1 Jonathan Gosnell, Ph.D.
§1 Hélène Visentin, MA, D.E.A, Docteur de L'Université
**2 Dawn Fulton, Ph.D.

Assistant Professor
Nicolas Russell, Ph.D.

Lecturers
Christiane Métal, Lic. ès L.
Fabienne Bullot, MA, Lettres modernes, D.E.A, Arts du spectacle
Anouk Alquier, MA
Carolyn Shread, Ph.D.
Rosine Schautz, D.E.A

Lecturer and Professor Emerita
Denise Rochat, Ph.D.

Visiting Lecturer from the École Normale Supérieure in Paris
Delphine Rumeau, Agrégée de Lettres modernes

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless otherwise indicated. In all language courses, multimedia and work in the Center for Foreign Languages and Cultures (CFLAC) will supplement classroom instruction.

Students who receive scores of 4 or 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

Language

101 Accelerated Elementary French
An accelerated introduction to French based on the video method French in Action. Emphasis on the acquisition of listening, speaking and writing skills, as well as cultural awareness. Four class meetings per week and daily video and audio work. Students completing the course normally enter FRN 102. First-year students who complete both 101 and 102 may qualify for study in Paris or Geneva by taking three courses at the 220 level and higher in their sophomore year. Students must complete both 101 and 102 to fulfill the honors distribution requirement for a foreign language. Enrollment limited to 20 per section. No spring pre-registration allowed. {F} 5 credits
Anouk Alquier, Christiane Métal
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, Carolyn Shread
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 20 per section. Four class hours per week plus work in the Center for Foreign Languages and Cultures (CFLAC). \( \text{(F)} \) 4 credits

Fabienne Bullot, Jonathan Gosnell
Offered each Fall

121 Conversation Section for French 120
Optional for students concurrently enrolled in FRN 120. Discussion of contemporary French issues, with emphasis on conversational strategies and speech acts of everyday life. Normally, activities will be based on the grammar and vocabulary studied in class each week. Enrollment limited to 15. Graded S/U only. \( \text{(F)} \) 1 credit

Magali Mel
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. Enrollment limited to 25 per section. \( \text{(F)} \) 4 credits

Anouk Alquier; Mary Ellen Birkett, Christiane Métal, Delphine Rumeau
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. \( \text{(F)} \) 4 credits

Delphine Rumeau, Nicolas Russell, Carolyn Shread
Offered each Spring

221 Conversation Section for French 220
Optional for students concurrently enrolled in French 220. 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. Enrollment limited to 15. Graded S/U only. \( \text{(F)} \) 1 credit

Ségolène Perron, Fall 2007
Marc Baertschi, Spring 2008
Offered each Fall and Spring

240 Ça parle drôlement: French Theatre Workshop
The study and performance of contemporary Francophone texts, including theatrical texts as well as poems, songs, scenes from films and other forms of discourse. By embodying a variety of roles and entering into dialogue with an array of characters, students will experiment with different ways of speaking and using language and become familiar with the many facets of contemporary French culture. Our work will culminate with a performance of scenes. In French. Prerequisite: FRN 230 or above. \( \text{(L/A/F)} \) 2 credits

Rosine Schautz
Offered Interterm

300 Advanced Grammar and Composition.
Emphasis on some of the more difficult points of French grammar and usage. Discussions of some basic concepts in linguistics. Some work on phonetics. A variety of writing assignments and writing exercises. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. \( \text{(F)} \) 4 credits

Nicolas Russell
Offered Fall 2007

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 du Français des Affaires, 1er 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. \( \text{(F)} \) 4 credits

Fabienne Bullot
Offered Spring 2008
Intermediate Literature and Culture

**230 Topics in Contemporary Literature and Culture**
A transition from language courses to more advanced courses in literature and culture. This course is designed to develop skills in expository writing and oral expression and to provide tools and vocabulary for critical thinking in French. Materials studied in the course include novels, films, essays, and cultural documents. Students may receive credit for only one section of FRN 230. Prerequisite: FRN 220, or permission of the instructor. (L/F) 4 credits
Offered each Fall and Spring

**Sections as follows:**

- **Fantasy and Madness**
  A study of madness and its role in the literary tradition. Such authors as Maupassant, Flaubert, Myriam Warner-Veyra, J.-P. Sartre, Marguerite Duras. The imagination, its powers and limits in the individual and society.
  Delphine Rumeau
  Offered Fall 2007, Spring 2008

- **Women Writers of Africa and the Caribbean**
  An introduction to works by contemporary women writers from francophone Africa and the Caribbean. Topics to be studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language will be informed by attention to the historical, political, and cultural circumstances of writing as a woman in a former French colony. Texts will include works by Mariama Bâ, Maryse Condé, Gisèle Pineau, and Myriam Warner-Veyra.
  Dawn Fulton
  Offered Fall 2007

- **A Reader’s Romance with Paris**
  Visions of contemporary Paris, both mythical and real, through novels, poetry, short stories, popular songs, and images.
  Fabienne Bullot
  Offered Fall 2007

- **Elements of Mystery**
  Probably the most structured of popular fiction, the “detective story” balances a credible plot with believable characters and a setting that both complements and integrates the action. We will explore how authors such as Simenon, Boileau-Narcejac, and Japrisot create carefully suspense, bring order out of disorder, and treat questions of justice and morality.
  Mary Ellen Birkett
  Offered Spring 2008

- **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.
  Anouk Alquier
  Offered Spring 2008

- **Dream Places and Nightmare Spaces: French Literary Landscapes**
  Through texts by authors from Louis XIV to Colette, we will discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet, and James Sacré. (WI)
  Ann Leone
  Offered Spring 2008

**244 French Cinema**

“On the Move”: Restlessness in French Cinema
Even before the “road movie” became a cinematic genre, the French New Wave made restlessness its signature theme. In the first half of the term, we will explore how the French New Wave used restlessness both as a theme and a narrative device to frame the existential quest and the crisis of meaning experienced by its young and attractive protagonists. In the second half of the semester, we will investigate the new meanings today’s cinema has put on restlessness and the various ways in which it has built upon the formal innovations of the New Wave. Works by directors such as François Truffaut, Jean-Luc Godard, Agnès Varda, Claire Denis and Manuel Poirier. Readings in film criticism and film history. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Papers and weekly screenings required. Course taught in French. Prerequisite: FRN 230 or permission of the instructor. (A/F)
Martine Gantrel
Offered Fall 2007
Cities of Light: Urban Spaces in Francophone Film
From Paris to Fort-de-France, Montreal to Dakar, we will study how various filmmakers from the francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism, and globalization. Works by Sembene Ousmane, Denys Arcand, Mweze 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 2008

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 videoconferencing 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 255j) before going abroad. Enrollment limited to 16. (F) 4 credits
Christiane Métal
Offered Spring 2008

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
Delphine Rumeau
Offered Spring 2008

253 Medieval and Renaissance France
An introduction to the main historical, sociopolitical, artistic, and intellectual currents that shaped premodern France, a period whose values and concept of “literature” were dramatically different from our own. Close readings of the major literary forms of the 12th through 16th centuries, such as Arthurian romance, lyric, farce, mock epic and essay, viewed in their cultural context. Students will acquire a critical framework and a vocabulary for discussing and analyzing these texts in French. We will also consider manuscript images, architecture, and modern films. Topics may include chivalry and the courtly code, love in the Western tradition, oral culture and the rise of literacy, humanism, scientific inquiry, religious reform. Basis for the major. Prerequisite: a course of higher level than FRN 220 or permission of the instructor. (L/S/F) 4 credits
Nicolas Russell
Offered Fall 2007

254 France Before the Revolution
Topic: Drawing upon the Past. Many of the literary works produced in France during the 17th and 18th centuries are “classics” not only because they reflect artistic values of French classicism but also because painters, composers and directors have found them a source of inspiration for their own creations. We will read literary genres such as tragicomedy, comedy, tragedy, satire and novel and explore modes of their representation in other art forms, from the Ancien Régime to the present day. Basis for the major. Prerequisite: a course of higher level than FRN 220 or permission of the instructor. (L/F) 4 credits
Mary Ellen Birkett, Denise Rochat
Offered Spring 2008

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 expositions, and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Normally, this course does not count as preparation for Smith Junior Year Abroad programs in Paris and Geneva. Enrollment limited to 14. (F) 4 credits
Not offered 2007–08
256 From Revolution to Revolution: 1789 to 1968
An introduction to important transformations in 19th and 20th century French society. We will examine various historic events and analyze their impact on political, social, and cultural developments. We will gain a sense of how these symbolic moments have transformed French language and political thought, and how they are reflected in cultural forms such as literature, music, art, and film. Prerequisite: a course above FRN 220 or permission of the instructor. {F/H/S} 4 credits
Jonathan Gosnell
Offered Fall 2007

260 Literary Visions
Topic: Daily Life in 19th- and 20th-Century France. A portrait of post-revolutionary France as Balzac, Flaubert, Proust and others have depicted it in their novels. Close readings of literary texts viewed in their cultural context. Special attention will be given to the evolution of the novel as a genre, from realism and naturalism to modern narratives. Pre-requisite: FRN 253 or higher (excluding FRN 255j) or permission of the instructor. {L/F} 4 credits
Martine Gantrel
Offered Spring 2008

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: Love, Marriage, and Friendship in Early Modern France. What traditions, theories, and taboos shaped early modern relationships? How did early modern society organize and police interactions between its members? In what ways were writers questioning and challenging these social norms? Could spouses be friends? What role, if any, did love play in the concept of marriage? These are some of the questions we will explore in reading early modern texts of many different sorts—poems, essays, novellas, dialogues, letters, and polemical treatises. Works by authors such as Marguerite de Navarre, Michel de Montaigne, Louise Labé, François Rabelais, Hélisenne de Crenne, Madeleine and Catherine Des Roches. {L/H/F} 4 credits
Nicolas Russell
Offered Spring 2008

340 Topics in Seventeenth/Eighteenth Century Literature
Topic: Culture Wars at the Theater. Does theater corrupt society, as J.-J. Rousseau argued, or on the contrary, can it morally reform its audience and society, as Diderot believed? We will study the way authors, critics, and the theater itself responded to the debate, from the classical drama of Racine and Molière, the street theater of the Paris fairs, to the influence of the commedia italiana (Marivaux), the new genre of the drame bourgeois (Lesage, Diderot, Beaumarchais, Graffigny), and the liberation of the theater during the Revolution (Maréchal, Olympe de Gouges). Some film screenings. {L/F} 4 credits
Janie Vanpée
Offered Spring 2008

360 Topics in Nineteenth/Twentieth Century Literature
The Year 1830
After more than three decades of conflict with prevailing traditions, a new generation of French men and women came into its own in an astonishingly rich 12-month span. And they changed the face of France. By following the “headlines” throughout the year 1830, we will encounter the political revolution of “Les Trois Glorieuses,” the triumph of Romantic esthetics, the creation of French colonialism in Algeria, growing awareness of the need for social action at home and intensified longings for escape into exoticism and fantasy. We will study authors such as Hugo, Stendhal, Balzac as well as representative works of artists, musicians, journalists and historians. {L/F} 4 credits
Mary Ellen Birkett
Offered Fall 2007

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, the Goncourts, Zola, Mirbeau and Genet. (L/F) 4 credits
Martine Gantrel
Offered Spring 2008

Seminars

Prerequisite: one course at the 300 level.

392 Topics in Culture
Topic: Locating “la Francophonie.” What is the status of the French language today? What is its relationship to France’s colonial past, to concepts of universalism and cultural difference, and to the shifting alliances created by immigration and globalization? Through the study of theoretical, political, and literary texts from Africa, the Caribbean, and Europe, we will consider various uses and critiques of la Francophonie from the 1960s to the present. Readings will include works by Senghor, Beyala, Condé, Césaire, and Sebbar. (L/F) 4 credits
Dawn Fulton
Offered Fall 2007

404 Special Studies
Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits
Offered both semesters each year

FRN 480/SPN 481 The Teaching of French/Spanish
This course is designed for MAT students, majors and advanced students of French or Spanish, and focuses on the theoretical and practical aspects of teaching a foreign language. The course presents students with an overview of current theories of second language acquisition and learning, as well as with ‘contemporary’ approaches to foreign language instruction. Students will: observe and teach different classes; create lesson plans and their own materials and evaluate others; explore their beliefs about teaching and language learning. Other topics include: the use of technology in the classroom (specially the use of CMC), foreign cultural literacy, the class as a learning-community and the National Standards. (F) 4 credits
Anouk Alquier
Offered Fall 2007

Cross-Listed Courses and Recommended Courses from Other Departments and Programs

ARH 272 Art and Revolution in Europe, 1789–1889
André Dombrowski, Fall 2007

André Dombrowski, Spring 2008

CLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
Dawn Fulton, Spring 2008

CLT 272 Women Writing: 20th and 21st Century Fiction
Marilyn Schuster, Offered Spring 2008

CLT 300 Foundations of Contemporary Literary Theory
Janie Vanpée, Fall 2007

CLT 301/FRN 301 Contemporary Theory in French
Janie Vanpée, Fall 2007

CLT 340 Problems in Literary Theory
Janie Vanpée, Spring 2008

GOV 102 Reenacting the Past
Patrick Coby, Spring 2008

GOV 366 Seminar In Political Theory: The Political Theory of Michel Foucalt
Gary Lehring, Spring 2008

HST 252 Women and Gender in Modern Europe, 1789–1918
Darcéy Buerkle, Fall 2007

HST 253 Women and Gender in Contemporary Europe
Darcéy Buerkle, Spring 2008

SWG 319 Reading Woolf Reading Proust
Marilyn Schuster, Spring 2008
Study Abroad in Paris or Geneva

Advisers: Paris: Peter Bloom  
Geneva: Jonathan Gosnell

Majors in French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year.

Recommendations for study abroad:

Normally, students going on Smith College Junior Year Abroad programs to Paris or Geneva should have completed a minimum of four four-credit courses of college French, of which at least one should be taken in the spring semester preceding study abroad. Students beginning French with FRN 101 and 102 must take three more four-credit French courses in their sophomore year. Students should take one of the following: FRN 253, 254, 256, 260, or a course at a higher level. FRN 255j normally will not count as preparation for Smith College study abroad programs.

The Major

Advisors: Mary Ellen Birkett, Egalal Doss-Quinby, Dawn Fulton, Martine Gantrel, Jonathan Gosnell, Ann Leone, Nicolas Russell, Janie Vanpee

Requirements
Ten four-credit courses at the 230 level or above, including:
1. The basis for the French studies major: FRN 253 or 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, of which at least one 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 one third 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 may be taken for an S/U grade. Students considering graduate school in French studies are encouraged to take CLT 300/FRN 301, Contemporary Literary Theory.

Honors

Director: Mary Ellen Birkett

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

431 Thesis
8 credits  
Offered Fall semester each year

Requirements: A student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. FRN 430d or 431 may substitute for one 300-level French course. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. The thesis may be written in either English or French. The choice of language must be approved by the thesis 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

Adviser: Martine Gantrel

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.
- John B. Brady, Ph.D.
- Robert M. Newton, Ph.D.
- Lawrence Meinert, Ph.D.

**Professor-in-Residence**
- Bosiljka Glumac, Ph.D., Chair
- Amy Larson Rhodes, Ph.D.

**Associate Professor**
- Sara B. Pruss, Ph.D.
- Mark E. Brandriss, Ph.D.
- H. Allen Curran, Ph.D.
- Steven Gaurin, M.S., M.Phil.

Students contemplating a major in geology should elect 111, 108, or FYS 134 and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

**104 Global Climate Change: Exploring the Past, the Present and Options for the Future**
This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have? **(N) 4 credits**
Robert Newton
Offered Fall 2007

**105 Natural Disasters: Earthquakes and Volcanos**
The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the 79 A.D. eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (Washington), Pinatubo (Philippines) and Kilauea (Hawaii). **(N) 4 credits**
H. Robert Burger, Fall 2008
J. Michael Rhodes, Fall 2007

**106 Extraordinary Events in the History of Earth, Life and Climate**
A journey through the 4.6 billion year history of global change focuses on the extraordinary events that shaped the evolution of the Earth and life. Some of these events include the origin of life, the buildup of oxygen in the atmosphere, mass extinctions of dinosaurs and other organisms, continental glaciations, profound changes in climate, and the evolution of humans. Discussion topics also include the changes that humans have been making to their environments, and the possible consequences and predictions for the future of our planet. **(N) 4 credits**
Bosiljka Glumac
Offered Spring 2008

**108 Oceanography: An Introduction to the Marine Environment**
An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics,
submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one weekend field trip. Lab sections meet Monday and Tuesday. It is an option to take this class as writing intensive, but not required. (**N**) WI 4 credits
Sara Pruss
Offered Spring 2008, Spring 2009

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, non-renewable and renewable energy, air pollution, and global climate change. (**N**) 4 credits
Amy Rhodes
Offered Spring 2008

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
Robert Newton, Fall 2007
Amy Rhodes, Fall 2008
Offered Fall 2007, Fall 2008

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 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 2009

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**) 4 credits
Larry Meinert
Offered Fall 2007

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, or FYS 134. (**N**) 4 credits
Mark Brandriss, Fall 2007
John Brady, Fall 2008
Offered Fall 2007, Fall 2008
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
Mark Brandriss, Spring 2008
John Brady, Spring 2009
Offered Spring 2008, Spring 2009

231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and their importance for geologic-biostratigraphic problem-solving. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. At least one weekend field trip. Prerequisite: 111, 108, or FYS 134; open without prerequisite to majors in the biological sciences. (N) 4 credits
Sara Pruss
Offered Fall 2007, Fall 2008

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 or FYS 134. (N) 4 credits
Bosiljka Glumac
Offered Fall 2007, Fall 2008

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 2008, Spring 2009

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 or FYS 134. (N) 4 credits
Robert Newton
Offered Spring 2008, Spring 2009

270j Carbonate Systems and Coral Reefs of the Bahamas
A field-oriented course to examine the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. (N) 3 credits
Bosiljka Glumac and Paulette Peckol
Offered January 2008

301/EGR 311 Aqueous Geochemistry
This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip will serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip. Prerequisite: One geology course and CHM 111. Enrollment limited to 9. (N) 4 credits
Amy Rhodes
Offered Fall 2007, Fall 2009
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, FYS 134 and MTH 111. Enrollment limited to 14. (N) 4 credits
Robert Newton
Offered Fall 2008

AST 330 FC30a Seminar: Topics in Astrophysics:
Asteroids

334 Carbonate Sedimentology
A detailed study of the formation, deposition, lithification, and diagenesis of carbonate sediments. Topics include modern carbonate-producing environments and the history of carbonate rocks from the Precambrian to the present. Class meetings will include faculty and student presentations and practical work with thin sections and hand samples. One weekend field trip to classic carbonate localities in New York State. Prerequisite: 232. Enrollment limited to 14. (N) 4 credits
Bosiljka Glumac
Not offered in 2007-08

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
Bosiljka Glumac, Spring 2008
Mark Brandriss, Spring 2009
Offered Spring 2008, Spring 2009

370 Economic Geology
Since pre-history all civilizations have used natural resources for food, shelter, and clothing. Economic geology focuses on the discovery and understanding of natural resources, particularly metals such as copper, iron, gold, and silver. This course focuses upon the geological and geochemical processes that concentrate elements to economic levels. Since ore deposits can occur in almost all rock types, this course builds on other geology courses to better understand how ore deposits have formed in the past and how we can use knowledge of existing deposits to make new discoveries. Prerequisite: GEO 222 (may be taken concurrently), or permission of the instructor: (N) 4 credits
Lawrence Meinert
Offered 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 2007

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.

4 credits
Glenn Ellis
Not offered in 2007–08

For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 2008, Bosiljka Glumac; for the class of 2009, Amy Rhodes; for the class of 2010, Robert Newton, for the class of 2011, John Brady.

Advisers for Study Abroad: Robert Newton, 2007–08; John Brady, 2008–09

Basis: 111, or 108 or FYS 134.

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, 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 FYS 134 and a total of no more than three courses at the 100 level.

Honors

Director: Bosiljka Glumac, 2007–08; Amy Rhodes, 2008–09

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 FYS 134.

Requirements: Seven semester courses above the basis and including the following: 221, 222, 231, 232, 241, 251, and 361. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors an off-campus field-based course for geology students. This course may be entirely during Interterm, such as recent courses in the Bahamas and Hawaii. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland, and Greece. Because there are many important geologic features that are not found in New England, geology majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

The geology department is a member of the Keck Geology Consortium, a group of eighteen colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.
German Studies

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

Professors

\[1\] Jocelyne Kolb, Ph.D.
\[2\] Gertraud Gutzmann, Ph.D., Chair, Fall Semester
\[3\] Joseph George McVeigh, Ph.D., Chair, Spring Semester

Five College 40th Anniversary Professor
Barton Byg, Ph.D. (University of Massachusetts)

Assistant Professor
Joel Westerdale, Ph.D.

Lecturers
Judith Keyler-Mayer, MA
Kyle Frackman, MA
Laurie Taylor, MA

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.

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.

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 short edited literary and journalistic texts as a basis for classroom discussion and compose 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.

8 credits
Section 1: Joel Westerdale
Section 2: Kyle Frackman
Full-year course; Offered each year

101y Elementary German for Engineering and the Sciences
An introduction to spoken and written German that incorporates technical vocabulary and expressions in conversational practice and grammar instruction. Through simple written exercises, as well as practice in listening and reading comprehension, students in international engineering and the sciences will develop basic writing and conversational skills with practical, social and technical applications. The course offers an introduction to the culture of German-speaking people and countries. Students who successfully complete this yearlong course and take GER 200 and GER 220 will be eligible for the Junior Year Abroad in Hamburg.

8 credits
Judith Keyler-Mayer
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

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

Laurie Taylor
Offered Fall 2007

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 in this course 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 2007

221 Conversation and Composition
Intensive practice of spoken and written German. Weekly assignments in various forms of writing that draw on and respond to contemporary German films (Lola rennt, Im Juli, Good Bye, Lenin, etc.). Highly recommended for students wishing to participate in the Junior Year Abroad in Hamburg. Prerequisite: 220, permission of the instructor, or by placement. {F} 4 credits

Joel Westerdale
Offered Fall 2007, Spring 2008

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

Gertraud Gutzmann
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 Spring 2008

Grim(m) Tales and Happy Endings
This course invites you to journey into the world of German fairy tales, of sagas and legends. Castles and humble huts, enchanted forests and crumbling ruins are the topographies of our critical inquiry into bewitching, at times haunting tales of power struggles, family conflicts, the rise from “rags to riches,” as well as cruel acts, punishments and rewards. Although our focus will be on literary tales, chief among them the Tales of the Brothers Grimm, we will look at other traditions of storytelling and their continuing relevance...
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.

Inventing the Germans

The Soccer World Cup hosted by Germany in 2006 witnessed an outpouring of patriotism and national pride seldom seen in Germany since World War II. This phenomenon, together with ongoing issues of immigration, globalization, the war on terror, EU integration and wide-reaching changes in the social welfare system provided the impetus for another round of one of Germany’s favorite national pastimes in the 20th century: the question “Who are we?” i.e., “Who are the Germans?” This seminar will briefly examine past efforts at building a German national and ethnic identity, as a basis for comparison with the vagaries of German national identity in today’s world. Special emphasis will be placed on issues of the integration of minorities, the parameters of citizenship, youth culture, the media, the function of the military and other factors, which are in play in the current round of identity formation. Readings by Martin Walser, Günter Grass, W. G. Sebald, Baha Günör, Fatma Bläser and others. {L/F} 4 credits

Barton Byg (Five College 40th Anniversary Professor; UMass)
Offered Spring 2008

230 Topics in German Cinema

Topic: Nazi Cinema. A study of German cinema during the Third Reich: the legacy of Weimar cinema; popular and high culture in Nazi ideology; the political function of entertainment; the question of fascist esthetics; constructions of masculinity and femininity; imaginations of the Other. With special focus on the films of Leni Riefenstahl. For comparison we will draw on some American examples (F. Capra, C. Chaplin, F. Zinnemann). Films to be studied: Hitler Youth Quex; Triumph of the Will; Olympia; Jew Suess, Münchhausen and others. Conducted in English. {L/H/A} 4 credits

Joel Westerdale
Offered Fall 2007

Cross-Listed Courses

GOV 251 Foreign Policy of Japan

A comparative analysis of Japanese and German foreign policies, focusing especially on the apparent evolution from pacifism and anti-militarism toward a “civilian power” or “normal nation” status since World War II. Special focus will be the expansion of out-of-area, nation-building/peace-building civil-military operations from the 1990s to the present. Case studies will include Japan and Germany in Afghanistan, and Japan in Iraq. Enrollment limited to 20. {S} 4 credits

Dennis Yasutomo
Offered Fall 2007, Spring 2009

JUD 110j Elementary Yiddish

An introduction to Yiddish language in its cultural context. Fundamentals of grammar and vocabulary

Barton Byg (Five College 40th Anniversary Professor; UMass)
designed to facilitate reading and independent work with Yiddish texts. The course is divided into three parts: intensive language study every morning; a colloquium on aspects of Yiddish cultural history every other day; and an afternoon service internship with the collection of the National Yiddish Book Center, the largest depository of Yiddish books in the world. Admission by permission of the instructor; contact Justin Cammy prior to the November registration period. Smith enrollment limited to 9. \(4\) credits

Taught on site at the National Yiddish Book Center. Offered jointly with Hampshire College and the National Yiddish Book Center: Justin Cammy (Smith College), Rachel Rubinstein (Hampshire College), and staff of the National Yiddish Book Center

Offered Interterm 2008, Interterm 2009

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 2007 for five weeks on the Junior Year in Hamburg

270 German History and Culture from 1871 to 1945

This course covers the Wilhelminian Empire, the Weimar Republic, and the Third Reich. For the Weimar Republic, the focus will be on the political, economic, social, and cultural issues the republic was facing. For the Third Reich, we will focus on the establishment of dictatorship; the persecution of Jews; everyday life in Hitler Germany; World War II; resistance and opposition; the end of the Third Reich. Limited to students enrolled in the JYA program. \(H/F\) 4 credits

Rainer Nicolaysen

Offered Fall 2007 on the Junior Year in Hamburg

280 Theater in Hamburg: Topics and Trends in Contemporary German Theater

This course offers an introduction to the German theater system; through concentration on its historical and social role, its economics and administration. We will study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays will be by German authors from different periods. The JYA program will cover the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the JYA program. \(L/A/F\) 4 credits

Jutta Gutzeit

Offered Fall 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 2007 and Spring 2008 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. Pre-requisite: 290 or by placement. \(F\) 4 credits

Jutta Gutzeit

Offered Fall 2007, Spring 2008 on the Junior Year in Hamburg
German Studies

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 2008 on the Junior Year in Hamburg

The Major

Advisers: Judith Keyler-Mayer and Joel Westerdale

Adviser for Study Abroad: Gertraud Gutzmann (Fall); Joseph McVeigh (Spring)

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; 340; 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); 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-nineteenth century, one from the nineteenth and one from the twentieth. 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: Judith Keyler-Mayer and Joel Westerdale

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: Gertraud Gutzmann (Fall); Joseph McVeigh (Spring)

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

Requirements: The same as for the major, with the addition of a thesis, to be written over the course of two semesters, and an oral examination in the general area of the thesis. The topic of specialization should be chosen in consultation with the director of honors during the junior year or at the beginning of the senior year.
Visiting faculty and some lecturers are generally appointed for a limited term.

**Professors**
Susan C. Bourque, Ph.D.
Steven Martin Goldstein, Ph.D.
Donna Robinson Divine, Ph.D.
†2 Martha A. Ackelsberg, Ph.D. (Government and Study of Women and Gender)
Donald C. Baumer, Ph.D.
Dennis Yasutomo, Ph.D.
Patrick Coby, Ph.D., Chair
Catharine Newbury, Ph.D.
†1 Howard Gold, Ph.D.
†1 Gregory White, Ph.D.

**Associate Professors**
†1 Velma E. Garcia, Ph.D.
Alice L. Hearst, J.D., Ph.D.
Gary Lehring, Ph.D.
Mlada Bukovansky, Ph.D.
†1 Marc Lendler, Ph.D.

**Adjunct Associate Professor**
Robert Hauck, Ph.D.

**Assistant Professor**
Jacques Hymans, Ph.D.

**Lecturer**
Mikulus Fabry

**Associated Faculty**
Gwendolyn Mink, Ph.D. (Study of Women and Gender)

**Alumna Coordinator, Picker Semester in Washington**
Eleanor McCormick

**Mellon Post-Doctoral Fellow**
Christina Greer

**Mendenhall Fellow**
Terza Lima-Neves

**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**
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
Patrick Coby and Members of the department, Fall 2007, Fall 2008
Offered Fall 2007, Fall 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 Fall 2007, Spring 2009

**290 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 2008, Spring 2009

American Government
200 is suggested preparation for all other courses in this field.

200 American Government
A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior, and how all of these forces interact in the determination of government policy. The course will include at least one Internet-based assignment. (S) 4 credits
Donald Baumer
Offered Spring 2008, Spring 2009

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 2007, Fall 2008

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 2008, Spring 2009

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, Spring 2009

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, Fall 2008
Marc Lendler, Fall 2008
Offered Fall 2008

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 2009

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 2008

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. (S) 4 credits
Marc Lendler
Offered Spring 2008

304 Seminar in American Government
Topic: Communism and Anti-Communism in America. A look at the controversies surrounding the Communist Party of the United States and the reaction to it. We will study the Party’s creation, its relationship to the Soviet Union and Comintern, its various phases, the issue of espionage and its response to Cold War events. We will also look at the intertwined question of anti-communism, including Congressional investigations, individual Communist defectors, the McCarthy era and presidential responses. Readings will include overviews of CPUSA history, including newly available material from Soviet archives, biographies and autobiographies of figures on both sides and primary documents. (S) 4 credits
Marc Lendler
Offered Spring 2009

305 Seminar in American Government
Topic: Topics in the Black Experience: Black Politics, Ethnicity and Identity. What is the future of black politics in the U.S.? What is the definition of an “African American” at the turn of the century? The primary goal of this seminar is to provide an introduction to the major theoretical frameworks on black racial and ethnic identity to better understand how incorporation, concepts of identity, and participation shape the multifaceted political identities of blacks currently residing in the U.S. This course builds upon the literature that explores immigration, changes in group public opinion, tensions that exist between diversifying populations, the intersection of race and ethnicity for black populations in America, and what the changing African diaspora in America means for the future of black incorporation and participation. (S) 4 credits
Christina Greer
Offered Fall 2007, Fall 2008

306 Seminar in American Government
Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: One 200-level course in American government. (S) 4 credits
Donald Baumer
Offered Spring 2008

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 2008

310 Seminar in American Government
Topic: Quantitative and Qualitative Research Methods. There are several ways to develop, interpret and explain one’s research. This seminar course will introduce students to basic concepts of statistics and statistical analysis and software. It will also introduce varying research methods such as survey techniques, ethnographic interviews, and ways of conducting primary and secondary research. Students will be expected to develop questions and research topics related to American politics and use quantitative and qualitative
tools to expound upon that research during the course of the semester. No prior statistics courses are necessary for this course. (S) 4 credits
Christina Greer
Offered Spring 2008, Spring 2009

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>311</td>
<td>Seminar in Urban Politics</td>
<td>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</td>
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<td>Christina Ackelsberg</td>
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<td>312</td>
<td>Seminar in American Government</td>
<td>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</td>
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<td>412</td>
<td>Semester-in-Washington Research Project</td>
<td>Open only to members of the Semester-in-Washington Program. 8 credits</td>
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<td>Donald Baumer</td>
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<td>413</td>
<td>Washington Seminar: The Art and Craft of Political Science Research</td>
<td>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</td>
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<td>Robert J.P. Hauck</td>
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### Comparative Government

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<th>Course Code</th>
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<tr>
<td>220</td>
<td>Introduction to Comparative Politics</td>
<td>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</td>
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<td>Velma Garcia</td>
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<td>221</td>
<td>European Politics</td>
<td>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</td>
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<td>Miada Bukovansky</td>
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<td>223</td>
<td>Russian Politics</td>
<td>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</td>
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<td>Steven Goldstein</td>
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<td>224</td>
<td>Islam and Politics in the Middle East</td>
<td>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</td>
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<td>Donna Robinson Divine</td>
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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 Fall 2007, Spring 2009

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 2009

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 Spring 2008, Fall 2008

229 Government and Politics of Israel
A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. (S) 4 credits
Donna Robinson Divine
Offered Fall 2008

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 2007, Fall 2008

232 Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African politics. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. (S) 4 credits
Catharine Newbury
Offered Fall 2008

237 Colloquium: Politics and the U.S./Mexico Border
This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization, and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course will focus on the border as a region historically marked both by conflict and interdependence. Open to majors in government and/or Latin American studies; others by permission of the instructor. Enrollment limited to 20. (S) 4 credits
Velma Garcia
Offered Spring 2009

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 seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and the Democratic Republic of the Congo. *(S)* 4 credits
Catharine Newbury
Offered Spring 2008

**322 Seminar in Comparative Government**
Topic: Mexican Politics from 1910 to the Present. An in-depth examination of contemporary political and social issues in Mexico. The country, once described as the “perfect dictatorship,” is in the process of undergoing a series of deep political and economic changes. This seminar provides an examination of the historical foundations of modern Mexican politics, beginning with the Revolution. In addition, it examines a series of current challenges, including the transition from one-party rule, the 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, Spring 2009

**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
Mikulas Fabry, Fall 2007
Jacques Hymans, Spring 2008
Jacques Hymans, Fall 2008
Gregory White, Spring 2009
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
Mikulas Fabry, Spring 2008
Gregory White, Fall 2008
Offered Spring 2008, Fall 2008

**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 Fall 2007, Spring 2009

**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 Fall 2007

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, Spring 2009

251 Colloquium: Foreign Policy of Japan
A comparative analysis of Japanese and German foreign policies, focusing especially on the apparent evolution from pacifism and anti-militarism toward a "civilian power" or "normal nation" status since World War II. Special focus will be the expansion of out-of-area, nation-building/peace-building civil-military operations from the 1990s to the present. Case studies will include Japan and Germany in Afghanistan, and Japan in Iraq. Enrollment limited to 20. (S) 4 credits
Dennis Yasutomo
Offered Fall 2007, Spring 2009

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 2007, Spring 2009

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 2009

256 Colloquium: International Labor Migration
This course examines the politics of labor migration within the context of globalization. It also treats the recent injection of security imperatives into migration policy, especially after 9-11-01. Although we discuss a wide array of cases and examples, the seminar focuses on case studies from three geographic areas: the Mediterranean basin, the Persian Gulf and North America. Materials used include social science analyses, ethnographies, documentary and feature-length films and diaries. Enrollment limited to 20. (S) 4 credits
Gregory White
Offered Spring 2008

259 Colloquium: Theories of International Relations
An in-depth exploration of diverse theoretical approaches to world politics. The course critically reviews the major schools of thought in international relations, such as realism, liberalism and Marxism, paying close attention to their philosophical roots, the historical context in which they emerged, the problems the theories address, and the manner in which they were modified and updated in response to world events. We also explore more contemporary and critical approaches to world politics and evaluate the competing explanatory claims put forth. Government majors and International Relations minors with strong interest in theory may substitute this course for GOV 241. Enrollment limited to 20. (S) 4 credits
Mlada Bukovansky
Offered Fall 2008
341 Seminar in International Politics
Topic: Weapons of Mass Destruction. This seminar explores the politics of weapons of mass destruction (WMD). Topics covered include the motives for WMD proliferation and use, strategies for deterrence and defense and prospects for a WMD-free world. Prerequisite: GOV 241 or permission of the instructor. (S) 4 credits
Jacques Hymans
Offered Spring 2008, Spring 2009

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 2008

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 2008, Spring 2009

347 Seminar in International Politics and Comparative Politics
Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia and Algeria— the Maghreb— focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: 1) the independence struggle; 2) the colonial legacy; 3) contemporary political economy; and 4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the “status” of women and democratization. (S) 4 credits
Gregory White
Offered Fall 2008

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 2007, Fall 2008

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 2009

353 Seminar in International Politics
Topic: The Politics of International Law. The purpose of this seminar is to explore the place of international law within the larger context of world politics. It asks questions such as: What needs does international law fulfill? Where do particular legal rules come from? What role does international law play, and how does the interplay between law and politics operate, in actual decision making of foreign policymakers and international organizations? Can international law ever be justifiably defied? Can the world be changed through it? The seminar is divided into two parts. The first part looks at different conceptualizations of international law. The second part focuses on a number of contemporary issues in world politics with important legal dimensions. (S) 4 credits
Mikulus Fabry
Offered Spring 2008

EAS 375 Seminar: Japan–United States Relations
(S) 4 credits
Dennis Yasutomo
Offered Spring 2008, Spring 2009
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. {S} 4 credits
Patrick Coby
Offered Fall 2008

262 Early Modern Political Theory, 1500–1800
A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include: political behavior; republican liberty; empire and war; the state of nature, natural law/natural right; sovereignty and peace; limitations on power; the general will; and liberalism's relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. {S} 4 credits
Patrick Coby
Offered Spring 2008, Spring 2009

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 Fall 2007

266 Political Theory of the 20th Century
A study of major ideas and thinkers of the 20th century. Possible thinkers include Weber, Freud, Althusser, Arendt, Foucault, Irigaray, Gramsci, Habermas, Adorno, Horkheimer, Rawls and Wells. Topics addressed may include neo-Marxism, feminism, ideology, postmodernism and multiculturalism. Successful completion of Gov 100 and/or other political theory course is strongly suggested. {S} 4 credits
Gary Lehring
Offered Fall 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 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, Spring 2009

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, who is 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 illuminate 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, 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 st-
multaneously 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

367 Seminar in Political Theory
Topic: Queer Theory. This course introduces students to the emerging interdisciplinary field of queer theory. This is often a perplexing task as there is no real consensus on the definitional limits of queer. Indeed, many scholars believe the inability to define these limits is one of queer theory’s greatest strengths. “Queer” can function as a noun, an adjective or a verb, but in each case it is defined against the “normal” or normalizing. Queer theory is not a singular or systematic conceptual or methodological framework. Rather it is a collection of intellectual engagements with the relations between sex, gender and sexual desire. As such, it is hard to call queer theory a school of thought, as it has a very unorthodox and often disrespectful view of “discipline.” Queer theory, then, describes a diverse range of critical practices and priorities: analyses of same-sex sexual desire in literary texts, film or music; exploration of the social and political power relations of sexuality; critiques of the sex-gender system; studies of transgender identification, or sadomasochism and of transgressive desire. (S)
Gary Lehring
Offered Fall 2008

Cross-listed Courses

SWG 222 Gender, Law and Society
(S) 4 credits
Carrie Baker
Offered Fall 2007

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, Catharine Newbury, Gregory White, Dennis Yasutomo

Study Abroad Adviser: Howard Gold

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:** Gary Lehring

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the spring of their junior year, but fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

**430d Thesis**
8 credits

**Requirements:**

1. Students in honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two electives.

2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the spring semester revising their papers and will submit the final version by April 1.

3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

**431 Thesis**
8 credits
Offered Fall 2007, Fall 2008

**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 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.

Topic: Geisha, Wise Mothers, and Working Women
Images of Japanese women that are prevalent in the West, and to some extent Japan. Focus 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 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

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

Professors
Neal Salisbury, Ph.D.
Daniel K. Gardner, Ph.D. (History and African Studies)
Ann Zulawski, Ph.D. (History and Latin American Studies)
Richard Lim, Ph.D.

Daniel Newbury, Ph.D. (History and African Studies)

Associate Professor
Ernest Benz, Ph.D., Chair

Assistant Professors
Darcy Buerkle, Ph.D.
Jennifer Guglielmo, Ph.D.
Marnie Anderson, Ph.D.

Sergey Glebov, Ph.D.

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

Five College Assistant Professor of Russian History
Sergey Glebov, Ph.D.

Associated Faculty
Daniel Horowitz, Ph.D. (American Studies and History)
Helen Lefkowitz Horowitz, Ph.D. (American Studies and History)

Instructor
Nadya Sbaiti, M.A.

Lecturers
Peter Gunn, M.Ed.
Jennifer Hall-Witt, Ph.D.
Ann Ramsey, Ph.D.
Robert Weir, Ph.D.

Research Associates
Daniel Brown, Ph.D.
Sean Gilsdorf, M.A.
Erika Laquer, Ph.D.
Samuel Roberts, Ph.D.
Marylynn Salmon, Ph.D.
Revan Schendler, Ph.D.

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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 of 15 limited to first-years and sophomores. WI (H) 4 credits

David Newbury
Offered Fall 2007, Fall 2008

Topic: Memory and History

Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices from the historical monograph to visual culture, as markers of history and as creators of meaning. Can it be more dangerous to remember history than to forget it? Enrollment limited to first-years and sophomores. (H) 4 credits

Darcy Buerkle
Offered Fall 2007

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 2008

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, tyrannies, 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/L) 4 credits

Richard Lim
Offered Spring 2008

206 (C) Aspects of Ancient History

Topic: Greek and Roman Slavery. The historical roles of slaves within the social and economic fabric of classical Greece and Rome. The scope and limits of ancient evidence in literary and artistic representations, as well as modern interpretive comparisons with other

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.
slave societies. Critical examination of concepts such as class, social mobility, social order, and status, along with gender and ethnicity. \{H/S\} 4 credits
Richard Lim
Offered Fall 2007

Islamic Middle East

208 (L) The Making of the Modern Middle East
Survey of the principal factors shaping political, economic, and social life in the Middle East and North Africa from the 18th through the 20th centuries. Examines multiplicity of societies, customs and traditions; British, French and United States imperialism; the creation of modern states; development of nationalist, socialist and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Special attention to social changes affecting individuals and groups such as women, workers, and peasants. \(\{H\}\) 4 credits
Nadya Sbaiti
Offered Spring 2008

209 (C) Aspects of Middle Eastern History

Topic: Urban Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities
Explores how identity and urban space functioned symbiotically during the 19th and 20th centuries, a period of rapidly increasing global contact, colonial expansion and cultural exchange. How cities have been planned and lived, stratified and resisted, and mourned and mythologized. How urban environments are defined by populations that inhabit them move through them, and depart from them. How space influences identity politics, nation- and state-building, social functioning, and cultural production. This course is comparative, with a heavy Middle East component. \{H/S\} 4 credits
Nadya Sbaiti
Offered Fall 2007

Topic: Women and Gender in the Middle East
Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce and reproduction; women’s political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region. \{H/S\} 4 credits
Nadya Sbaiti
Offered Spring 2009

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. \(\{H\}\) 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 2009

213 (L) Modernity With Chinese Characteristics
A survey of China’s twentieth century, from Confucian empire to Communist state. Achievements and decline of the last dynasty; the interaction between China and the West; reformist and revolutionary movements; creation of the People’s Republic; and transformation of social relations over time. \(\{H\}\) 4 credits
Jonathan Lipman
Offered Spring 2008

217 (C) 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 Spring 2008
218 (C) Thought and Art in China
Topic: To be announced.
Daniel Gardner, Marylin Rhie (Art and East Asian Studies)
Offered Spring 2009

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 2008, Spring 2009

222 (C) Aspects of Japanese History
Topic: The Place of Protest in Modern Japan.
Histories of social conflict, protest and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, “world-renewal” movements, and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest, and an emerging labor movement in the Taisho era (1912–1926), anti-imperialist movements in China during the prewar years, and finally, a range of citizens’ movements in the postwar decades. (H/S) 4 credits
Marnie Anderson
Offered Spring 2009

EAS 216 Urban Modernity in Colonized Korea
Jina Kim
Offered Spring 2008

EAS 219 Modern Korean History
Jina Kim
Offered Fall 2007

Europe

224 (L) The Early Medieval World, 300–1050
From the rise of Christianity and the fall of Rome to the age of conversion. The monastic ideal and the cult of saints, the emergence of the papacy, the changing roles of ritual and authority, kinship and kingship, Charlemagne, the Carolingian renaissance, literacy and learning, and the decline of the Carolingian empire and the Viking invasions. (H) 4 credits
Ann Ramsey
Offered Spring 2008

227 (C) Aspects of Medieval European History
Topic: Paris from Its Origins through the 16th Century.
From pre-Roman evidence onward through the Merovingian, Carolingian, Capetian; and Valois periods. Topics include Christianization, interactions of bishops, abbeys, and kings; commercial culture; development of the University; growth of the French monarchy and the traditions of communal culture; the 100 Years War; medieval and Renaissance urbanism; printing; humanism; and popular culture. (E) (H) 4 credits
Ann Ramsey
Offered Fall 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 2007

238 (C) Gender and the British 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 2008
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, 18th Century to the Present
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 Fall 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 re-creates 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 Fall 2007, Fall 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
Sergey Glebov
Offered Spring 2008

250 (L) Europe in the Nineteenth 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 2007

252 (L) Women and Gender in Modern Europe, 1789–1918
A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion, and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays, and various secondary sources. (H) 4 credits
Darcy Buerkle
Offered Fall 2007, Fall 2008

253 (L) Women and Gender in Contemporary Europe
Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in twentieth-century European history of women and gender. (H) 4 credits
Darcy Buerkle
Offered Spring 2008

284/JUD 284 (C) The Jews of Eastern Europe, 1750–1945
The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II, with a special focus
on internal transformations in Jewish social, cultural and political history. Topics include the effects of tsarist legislation, pogroms, Polish nationalism, the Russian Revolutions, and Sovietization on Jewish life; the competition between new forms of ecstatic religious expression (Hasidism) and the intellectuals of the Jewish Enlightenment; proto-feminist critiques of tradition and society; varieties of political self-assertion such as Zionism, Jewish Socialism, Diasporism, and Communism; folklore and the birth of modern Jewish literature; Yiddish culture in both shtetl and city; the cultural effervescence and political challenges of the interwar period in the Soviet Union and Poland; and the tension between memory and nostalgia in the aftermath of the Holocaust. Enrollment limited to 18. (H) 4 credits
Justin Cammy (Jewish Studies)
Offered Fall 2007

Africa

256 (L) Introduction to West African History
The political, economic, cultural, religious and colonial histories of Africa west of Lake Chad and south of the Sahara desert, a region nearly as large as the continental U.S. Draws on articles, films, biographies, novels, and plays, and explores broad cultural continuities, regional diversity, and historical change, from AD 1000 to the present. Topics include the Sudanic Empires; Slavery and the Atlantic Slave Trade; Islam; African Initiatives under Colonial Rule; and Post-Colonial Problems in West Africa. (H/S) 4 credits
David Newbury
Offered Fall 2008

257 (L) East Africa in the 19th and 20th Centuries
A comparative introduction to the peoples of Tanzania, Uganda, and Kenya, and surrounding areas. Topics include: the dynamics of precolonial cultures, ecologies and politics; the effects of the Indian Ocean slave trade; changing forms of Imperialism; local forms of resistance and accommodation to imperial power; nationalist struggles and decolonization; postcolonial crises and present challenges. Enrollment limited to 40. (H/S) 4 credits
David Newbury
Offered Fall 2007

258 (L) History of Central Africa
Focusing on the former Belgian colonies of Congo, Rwanda, and Burundi from the late 1800s, this course seeks to explore, and then transcend, the powerful myths that adhere to this area of the world, the setting for Joseph Conrad’s “Heart of Darkness.” Topics include: precolonial cultural diversities; economic extraction in the Congo Free State; the colonial encounter and colonial experiences; decolonization and the struggles over defining the state; and postcolonial catastrophes. (H/S) 4 credits
David Newbury
Offered Spring 2009

AAS 370 Modern Southern Africa
Louis Wilson
Offered Fall 2007

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 2007

261/LAS 261 (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. (H) 4 credits
Lowell Gudmundson, Spring 2008
Ann Zulawski, Spring 2009
Offered Spring 2008, Spring 2009

United States

265 (L) North America, 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 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 Spring 2008

267 (L) The United States, 1877–1945
Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender; to understand the role of ordinary people in shaping defining events, including emancipation from slavery, racial formation, industrial capitalism, colonialism and imperialism, mass immigration, urbanization, the rise of mass culture, nationalism, world wars, and liberatory movements for social justice. Emphasis on class discussion and analysis of original documents, with short lectures. (H) 4 credits
Jennifer Guglielmo
Offered Fall 2007, Spring 2009

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 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 examines several cases of such captivity in historical and cross-cultural context as well as some of the many more instances in which Native Americans and other non-Europeans were captives. Topics include captivity in precolonial 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 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 Spring 2008

278 (L) Women in the United States, 1865 to Present
Survey of women’s and gender history with focus on race, class and sexuality. Draws on feminist methodologies to consider how study of women’s lives changes our understanding of history, knowledge, culture, and the politics of resistance. Topics include labor, racial formation, empire, immigration, popular culture, citizenship, education, religion, science, war, consumerism, feminism, queer cultures and globalizing capitalism. How have women contested and contributed to systems of inequality? Emphasis on class discussion and analysis of original documents, with short lectures. Students who have taken HST 178 cannot take this class for credit. (H) 4 credits
Jennifer Guglielmo
Offered Spring 2008, Fall 2008

280 (C) Inquiries into United States Social History
Topic: Globalization, Immigration, and the Transnational Imaginary. Historicizes globalization by investigating the significance of immigration and transnational social movements to the 20th-century United States. How have people responded to experiences of displacement and labor migration by creating alternative meanings of home and citizenship? What are the histories of such cross-border social movements as labor radicalism, Black Liberation, feminism and anticolonialism? How do contemporary diasporic and postcolonial movements in music, art, and literature, emerge out of a long history of transnational activism? (H) 4 credits
Jennifer Guglielmo
Offered Fall 2007

AAS 209 Feminism, Race and Resistance: History of Black Women in America
Paula Giddings
Offered Fall 2007
Seminars

335 Topics in British History
Topic: Art, Culture, and Leisure in British Society, 1660–1901. Interpretations of high culture and popular culture. Potential research topics include the arts (painting, architecture, theater, music, opera, dance); cultural institutions (coffee houses, museums, clubs, music halls, masquerades, pubs, fairs, the circus); daily practices (tea-drinking, vegetarianism, dress); community rituals (rough music, observing executions, formal calls at home, weddings, funerals); and leisure activities (cock-fighting, hunting, mountain-climbing, ballroom dancing, shopping, traveling). Particular attention to theorizing how to situate these institutions, activities, and artistic productions within their historical contexts. \(4\) credits
Jennifer Hall-Witt
Offered Fall 2007

350 Modern Europe
Topic: The History of Psychoanalysis. Psychoanalysis as an important moment in the social, intellectual and cultural history in Europe from the late 18th to early 20th centuries. The emerging traditions of psychiatry that predate Freud's work. Topics include the origins of psychiatric professionalism, mental medicine and degenerationist theory, psychiatry and the beginnings of medical sexology, the rise of legal psychiatry, the role of gender in early psychiatry. Wide readings in primary texts and selected historical monographs. \(4\) credits
Darcy Buerkle
Offered Fall 2007

355 Topics in Social History
Topic: Debates in the History of Gender and Sexuality.
Darcy Buerkle
Offered Spring 2008

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. \(4\) 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. While the American Revolution was primarily a war of colonial independence from Great Britain, it also entailed intense social and political conflict within American society. This seminar focuses on such conflict, with particular attention to questions of class, race, gender and the motives of Americans who supported each side during the war. \(4\) credits
Neal Salisbury
Offered Fall 2007

372 Problems in American History
Topic: Race, Class and Social Protest in the 20th-Century United States. The significance of race and class to a wide range of social protest, from daily forms of resistance to mass-based organized movements. Particular attention to protest concerning global capitalism, militarism and war, racism, colonialism, imperialism, sexuality, feminism, labor, immigration, tribal sovereignty, and civil rights. In addition to reading some of the more celebrated and influential writing on this topic, we examine primary sources, such as music,
testimony, oral history, photography, newspapers, and visual art, in order to understand how everyday people have historically confronted power relations in the United States. (H) 4 credits
Jennifer Guglielmo
Offered Spring 2009

383 Research in United States Women's History: The Sophia Smith Collection
A research and writing workshop in 19th- and 20th-century U.S. women's history. Provides the opportunity to work with archival materials from the Sophia Smith Collection (letters, diaries, oral histories, newspaper articles, government documents, etc.) and historical scholarship, to research, analyze and write a paper on a topic of the student's own choosing. (H) 4 credits
Jennifer Guglielmo
Offered 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 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 2007

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.

2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.

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.
   - Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or world history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

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

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study
away both before and after their participation in study abroad programs.

Adviser for Study Away: Marnie Anderson

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, during the spring semester of their junior year. Students must apply no later than the second week 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 (8 credits).
3. Five history courses or seminars, of which four are outside the field of concentration.
4. No more than two courses taken at the 100-level may count toward the major.
5. 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.
   -Courses cross-listed in this History Department section of the catalogue count as History courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or world history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

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

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
*2 Lâle Aka Burk, Senior Lecturer in Chemistry
David Dempsey, Museum of Art
Robert Dorit, Associate Professor of Biological Sciences
*1 Craig Felton, Professor of Art
Nathanael Fortune, Associate Professor of Physics
Laura Katz, Associate Professor of Biological Sciences
*1 Albert Mosley, Professor of Philosophy

J Douglas Lane Patey, Professor of English Language and Literature
*1 Jeffry Ramsey, Associate Professor of Philosophy, Director, Fall 2007
Nicolas Russell, Assistant Professor of French Studies, Director, Spring 2008
Gregory Young, Instructor, Science Center Machine Shop

Smith’s Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences and the natural sciences.

112 Images and Understanding
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 and telescopes. (H/N) 4 credits
Jeffry Ramsey
Offered Fall 2007, Fall 2008

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 2008–09

404 Special Studies
4 credits
Offered both semesters each year

Cross-Listed Courses

ANT 248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. {S/N} 4 credits
Donald Joralemon
Offered Fall 2007, Fall 2008
**ARC 211 Introduction to Archaeology**
An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying pottery, skeletal remains, stone and metal objects and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30. *(H/S)*
4 credits
Susan Allen
Offered Spring 2008

**AST 102 Sky I: Time**
Explore the concept of time, with emphasis on the astronomical roots of clocks and calendars. Observe and measure the cyclical motions of the sun, the moon, and the stars and understand phases of the moon, lunar and solar eclipses, seasons. Enrollment limited to 25 per section. *(N)*
3 credits
Suzan Edwards, Meg Thacher
Offered Fall 2007

**FYS 153 Excavating Women**
The interdisciplinary seminar will explore a little-known area in the history of archaeology: the participation and legacy of women from the time of Thomas Jefferson to today. Students will learn by analyzing the lives, achievements and experiences of women who devoted themselves to this pursuit or advanced it through their support of those who did. The class involves students in the professor's innovative methodology, archival archaeology and current area of research. Enrollment limited to 15. *(E) WI (H/S)*
4 credits
Susan Heuck Allen
Offered Spring 2008

**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 2008

**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.
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 230 Africa: Population, Health, and Environmental Issues
   ANT 241 Anthropology of Development
   ANT 348 Seminar: Topics in Development
   ECO 211 Economic Development
   ECO 213 The World Food System
   ECO 214 The EU, the Mediterranean and the Middle East: Hellenism or Bonapartism
   EGR 330 Engineering and Global Development
   GEO 105 Natural Disasters: Confronting and Coping
   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
   HST 238 Gender and Empire

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:

   ECO 226 Economics of European Integration
   GOV 221 European Politics
   GOV 352 Seminar in Comparative Government and International Relations: European Integration
   HST 239 Russia and Its Cultural Frontiers
   HST 247 Aspects of Russian History
   HST 250 Europe in the 19th Century
   HST 251 Europe in the 20th Century
   HST 253 Women in Contemporary Europe
5. One course on the economy, politics or society of a region other than the United States and Europe:

**Africa**

- **AAS 370** Modern Southern Africa
- **ANT 232** Third World Politics: Anthropological Perspectives
- **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
- **HST 257** East Africa in the 19th and 20th Centuries

**Asia**

- **ANT 252** City and Countryside in China
- **ANT 253** Introduction to East Asian Societies and Cultures
- **EAS 219** Modern Korea
- **EAS 230** Women of Korea from the Three Kingdoms to the Present
- **ECO 311** Seminar: Topics in Economic Development: Topic: Economic Development in East Asia
- **GOV 224** Islam and Politics in the Middle East
- **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 213** Modernity with Chinese Characteristics
- **HST 217** World War Two in East Asia
- **HST 218** Thought and Art in China: Confucian and Taoist Thought and Art
- **HST 221** The Rise of Modern Japan

**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

**Latin America**

- **ANT 237** Native South Americans: Conquest and Resistance
- **ECO 318** Seminar: Latin American Economics
- **GOV 226** Latin American Political Systems
- **GOV 322** Seminar in Comparative Government: Mexican Politics From 1910- Present
- **HST 261** National Latin America, 1821 to the Present
- **HST 263** Continuity and Change in Spanish America and Brazil

At the discretion of the advisor, 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>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EAL 115</td>
<td>Kyoto Then and Now (2 credits)</td>
</tr>
<tr>
<td>ESS 175</td>
<td>Applied Exercise Science (2 credits)</td>
</tr>
<tr>
<td>ESS 945</td>
<td>Physical Conditioning (1 credit)</td>
</tr>
<tr>
<td>FRN 240</td>
<td>Ça parle drôlement: French Theatre Workshop (2 credits)</td>
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<tr>
<td>FRN 255</td>
<td>Speaking (Like the) French: Conversing, Discussing, Debating, Arguing (4 credits)</td>
</tr>
<tr>
<td>GEO 223</td>
<td>Geology of Hawaiian Volcanoes (1 credit)</td>
</tr>
<tr>
<td>GEO 270</td>
<td>Carbonate Systems and Coral Reefs of the Bahamas (3 credits)</td>
</tr>
<tr>
<td>GRK 101</td>
<td>Readings in the Greek New Testament (1 credit)</td>
</tr>
<tr>
<td>IDP 100</td>
<td>Critical Reading and Discussion: ‘Booktitle’ (1 credit)</td>
</tr>
<tr>
<td>SPN 218</td>
<td>Speaking Spanish in Context (4 credits)</td>
</tr>
<tr>
<td>THE 140</td>
<td>Commedia dell’ Arte Workshop (2 credits)</td>
</tr>
</tbody>
</table>

**Note:** Courses may not be offered every Interterm.

A schedule of important dates and information applicable to January Interterm courses is issued by the Registrar’s Office before registration in the fall.

**Sectioned course**
Margaret Bruzelius, Course Director

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDP 108</td>
<td>Intellectual Inquiry (1 credit)</td>
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<tr>
<td>JUD 110</td>
<td>Elementary Yiddish (4 credits)</td>
</tr>
<tr>
<td>MTH/QSK 103</td>
<td>Math Skills Studio (2 credits)</td>
</tr>
<tr>
<td>MTH 289</td>
<td>The Mathematics of Knitted Objects (2 credits); pending CAP approval</td>
</tr>
<tr>
<td>MUS 905</td>
<td>Five College Opera Production (1 credit)</td>
</tr>
<tr>
<td>PHI 253</td>
<td>Indo-Tibetan Buddhist Philosophy and Hermeneutics (3 credits)</td>
</tr>
</tbody>
</table>
Italian Language and Literature

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

Professors
12 Alfonso Procaccini, Ph.D.
Giovanna Bellesia, Ph.D., Chair
Anna Botta, Ph.D. (Italian and Comparative Literature)

Assistant Professor
11 Federica Anichini, Ph.D.

Lecturers
§1 Serena Grattarola, MA
Maria Succi-Hempstead, MA
Bruno Grazioli
Laura DiPofi

Assistant
Fabiana Viglione, Laurea

Students planning to major in Italian and/or intending to spend their Junior Year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the Elementary Italian course, carries 10 credits and meets for the full year. No credits will be assigned for one semester only.

All students going to Florence for their Junior Year Abroad must take ITL 250 and ITL 233 in the spring of their sophomore year. Those students who decide belatedly to begin their study of Italian in the second semester, must take ITL 111 in the spring of their first year.

Students who did not take Italian in their first year and wish to apply to the JYA program in Florence must successfully complete an intensive summer program approved by the Italian department in the summer before their sophomore year.

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. Preference given to 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
Giovanna Bellesia, Bruno Grazioli, Maria Succi-Hempstead, Laura Di Pofi (Spring)
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
Giovanna Bellesia, Bruno Grazioli
Offered Fall 2007

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 220 or ITL 110y with permission of the department. (F) 4 credits
Maria Succi-Hempstead
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
Bruno Grazioli
Offered Fall 2007

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. (F) 2 credits
Members of the department
Offered Spring 2008

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. Not open to seniors returning from JYA in Florence. (F) 2 credits
Members of the department
Offered Spring 2008

B. Literature

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 252 because it is conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor. 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. (F) 4 credits
Alfonso Procaccini, Anna Botta
Offered each Fall

251 Survey of Italian Literature II
A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the Modern period. Normally to be taken during Junior Year in Florence. 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 2007
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 2008
Offered each year

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 poussière,” 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 (Antonacci, Ferrario) together with theoretical texts (Barthes, Belpoliti, Douglas, Grazzioli, Krauss, Rougemont). Limited enrollment, permission of the instructor required. Conducted in Italian. 4 credits
Anna Botta
Offered Fall 2007

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 Elsa Morante, Natalia Ginzburg, Dacia Maraini and Elena Ferrante. A portion of the course is dedicated to the new multicultural and multi-ethnic 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 2008

Cross-listed Courses

CLT 204 Writings and Rewritings:
Topic: The Mediterranean
Anna Botta
Offered Fall 2007

CLT 299 Europe on the Move: Recent Narratives of Immigration
Anna Botta
Offered Spring 2008

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor: 1 to 4 credits
Offered both semesters each year

404 Special Studies
By permission of the chair, for senior majors. 4 credits
Members of the department
Offered both semesters each year

408d Special Studies
By permission of the chair, for senior majors. 8 credits
Full-year course; offered each year
The Major in Italian Language and Literature

Advisers: Giovanna Bellesia, Anna Botta, Serena Grattarola, Alfonso Procaccini

Advisers for Study Abroad: 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, ITL 233
JYA—Survey 2, Stylistics

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: 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 Stylistics (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).

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: 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, in Italian, 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.

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

Honors

Director: Alfonso Procaccini

430d Thesis
8 credits
Full-year course; Offered each year
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 learning Hebrew as soon as possible. JUD 100y or equivalent is required before beginning a semester of study in Israel.

**Language**

**100y Elementary Modern Hebrew**
A yearlong introduction to modern Hebrew in the context of Israeli and Jewish culture. Equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, the students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions and participate in classroom discussions. They will write short essays and will listen to short stories and recorded dialogues. No previous knowledge of the language is necessary. Enrollment limited to 18. {F} 8 credits
Ilona Ben-Moshe
Full-year course; Offered 2007–08, 2008–09

**110j Elementary Yiddish**
An introduction to Yiddish language in its cultural context. Fundamentals of grammar and vocabulary designed to facilitate reading and independent work with Yiddish texts. The course is divided into three parts: intensive language study every morning; a colloquium on aspects of Yiddish cultural history every other day; and an afternoon service internship with the collection of the National Yiddish Book Center, the largest depository of Yiddish books in the world. Smith enrollment limited to 9; admission by permission of the

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**Jewish Studies**

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

Justin Cammy, Ph.D., Assistant Professor of Jewish Studies
Ilona Ben-Moshe, M.S.S.C., Lecturer in Jewish Studies

**Jewish Studies Advisory Committee**
†2 Ernest Benz, Associate Professor of History
Silvia Berger, Lecturer in Spanish and Portuguese

†1 Lois Dubin, Professor of Religion
Joel Kaminsky, Associate Professor of Religion, Co-Director
†1 Ellen W. Kaplan, Professor of Theatre
§1 Jocelyne Kolb, Professor of German Studies

**Basis**

**225/REL 225 Jewish Civilization: Text and Tradition**
A grand sweep of core narratives and beliefs that have animated Jews and Judaism from antiquity to the present. Readings from the classical library of Jewish culture (such as Bible, Talmud, midrash, Passover Haggadah, mystical and philosophical works, Hasidic tales) and from modern Jewish literature, thought, and popular culture. Focuses on dynamics of religious, cultural and national reinvention at specific moments and places in Jewish history. How do more recent expressions of Jewishness seek inspiration and authority from their engagement with text and tradition? {L/H} 4 credits
Justin Cammy
Offered Spring 2008, Spring 2009
instructor. Taught on site at the National Yiddish Book Center. {H} 4 credits
Justin Cammy (Smith College), Rachel Rubinstein (Hampshire College), and staff of the National Yiddish Book Center
Offered Interterm 2008, Interterm 2009

200 Intermediate Modern Hebrew
Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Elaborates and presents new grammatical concepts and vocabulary, through texts about Jewish and Israeli culture and tradition, as well as popular culture and day-to-day life in modern Israel. Newspapers, films, music and readings from Hebrew short stories and poetry. Starts a transition from simple/simplified Hebrew to a more literate one, and sharpens the distinction between different registers of the language. Prerequisite: at least one year of college Hebrew or equivalent, or permission of the instructor. Offered in alternate years. Enrollment limited to 18. {F} 4 credits
Ilona Ben-Moshe
Offered Fall 2007

284/HST 284 (C) The Jews of Eastern Europe, 1750–1945
The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II, with a special focus on internal transformations in Jewish social, cultural and political history. Topics include the effects of tsarist legislation, pogroms, Polish nationalism, the Russian Revolutions, and Sovietization on Jewish life; the competition between new forms of ecstatic religious expression (Hasidism) and the intellectuals of the Jewish Enlightenment; proto-feminist critiques of tradition and society; varieties of political self-assertion such as Zionism, Jewish Socialism, Diasporism, and Communism; folklore and the birth of modern Jewish literature; Yiddish culture in both shtetl and city; the cultural effervescence and political challenges of the interwar period in the Soviet Union and Poland; and the tension between memory and nostalgia in the aftermath of the Holocaust. Enrollment limited to 18. {L} 4 credits
Justin Cammy
Offered Spring 2009

Additional opportunities for the study of modern Hebrew, Biblical Hebrew or Yiddish may be available through special studies at Smith, within the 5-College consortium, or through summer study. Please consult an adviser.

Classical Texts

REL 210 Introduction to the Bible I
Joel Kaminsky
Offered Fall 2007

REL 213 Prophecy in Ancient Israel
Joel Kaminsky
Offered Spring 2008

REL 215 Introduction to the Bible II
To be announced
Offered Fall 2007

REL 222 Sages, Strangers and Women: An Introduction to Rabbinic Literature
To be announced
Offered Spring 2008

REL 310 Seminar: Hebrew Bible
Topic:Sibling Rivalries: Israel and the Other
Joel Kaminsky
Offered Fall 2007

History and Religious Thought

REL 110 Colloquium: Thematic Studies in Religion
Topic: Ancient Jewish and Christian Martyrs
To be announced
Offered Fall 2007

REL 220 Jews and Judaism in the Ancient World
To be announced
Offered Spring 2008

REL 224 Insiders/Outsiders II: Jews and Judaism in Europe and America, 19th–20th Centuries
Lois Dubin
Offered Spring 2008

GOV 248 The Arab–Israeli Dispute
Donna Robinson Divine
Offered spring 2008
GOV 323 Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
Donna Robinson Divine
Offered Spring 2008

Literature and the Arts

258/ENG 230 American Jewish Literature
Jewish literary engagement with America, from immigrant writing on the margins in Yiddish to the influence of native-born authors and critics in shaping the post-war literary scene. Topics include narratives of immigration and acculturation; the myth of America and its discontents; the Yiddish literary world on the Lower East Side; the New York Intellectuals; ethnic satire; crises of the left involving Communism, Black-Jewish relations, and '60s radicalism; the Holocaust in American culture; the tension between Israel and America as “promised lands”; and contemporary voices in search of new hybrid identities. Must Jewish writing in America remain on the margins “too Jewish” for the mainstream yet “too white” for the new multicultural curriculum? Novels, short stories, poetry and essays by recipients of the Nobel and Pulitzer prizes, the National Book Award and many others. Intended for students seeking a course on ethnic/multicultural literature of the United States and/or American Jewish culture. (L) 4 credits
Justin D. Cammy
Offered Spring 2008

260 (C) Yiddish Literature and Culture
Topic: The Yiddish Novel (in translation). Why did Yiddish, the language of Eastern European Jewry and millions of Jewish immigrants to America, so often find itself at the bloody crossroads of art and politics? Traces the emergence of the Yiddish novel as a forum for political engagement and national self-expression, from pioneers of the genre in the late Russian Empire to interwar competition between the three major literary centers in the United States, Poland and the Soviet Union. Explores different forms of the genre (epistolary, historical, family, fabulist, socialist realist, modernist, Holocaust novels) that take up the most pressing concerns of the day: loss of tradition; political anti-Semitism, pogroms, and the massacres of World War I; battles between Communist revolutionaries, Zionists, cultural nationalists, and assimilationists; messianism and false-messianism; America as the “golden land” and nostalgia for the “Old World”; art under Stalin; the role of Yiddish writers in chronicling the destruction of European Jewry. What is the future for Yiddish literature at a time with so few remaining readers? Open to students at all levels; no previous knowledge of Jewish culture or Yiddish required. (L) 4 credits
Justin Cammy
Offered Spring 2009

CLT 218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature of the Holocaust (texts written in extremis in ghettos, camps, or in hiding) and the vast post-war literature about the Holocaust. In what ways do dynamics of artistic representation respond to the cultural, linguistic, and ideological context, intended audience, and the passage of time? Who is authorized to tell the story of the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Selections from a variety of artistic genres (diary, memoir, reportage, poetry, novel, oral testimony, comic book, film, monuments, museums, literary theory), balancing works addressed to European and American audiences by virtue of their composition in non-Jewish languages, and the recovery of Yiddish and Hebrew voices, all in translation. Open to students at all levels. (L/H) 4 credits
Justin Cammy
Offered Fall 2008

CLT 275 Israeli Literature
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 refashioning Zionist dreams and Israeli realities, and how does literature reflect the country’s historical, ideological, and ethnic complexities? Topics include tensions between the universalizing seductions of Exile and the romantic appeal of homeland; utopian fictions; the invention of the New Jew vis-à-vis the exotic (Arab or Eastern) Other; the function of landscape in the consolidation of a new national literature (the desert, the socialist kibbutz, cosmopolitan Tel Aviv, Jerusalem of heaven and earth); portrayals of the ongoing conflict between Arab and Jew; contemporary postmodern (and post-Zionist) texts reflecting Israeli society and its geopolitical condition. Hebrew novels, short stories, memoir, and poetry (all in translation), from the early 20th century until today, with precursor and counter-texts from European, American, and Palestinian authors.
Open to students at all levels interested in understanding the ways literature interprets Israel's place in the modern Middle East. (L) 4 credits
Justin Cammy
Offered Fall 2007

CLT 277 At Home with Kafka: Modern Jewish Fiction
What is modern Jewish literature? Explores relationships between language and identity, diaspora and exile, political powerlessness and artistic vitality, homeless imaginations and imagined homecomings, folklore and avant-garde culture, the particularity of national experience and the universality of the Jew. Readings by masters of 20th-century European fiction: Sholem Aleichem's uproarious Yiddish tales of Eastern Europe; Kafka's haunting modernist parables; Isaac Babel's passionate narratives of the Russian revolution; S.Y. Agnon's Hebrew stories of spiritual loss and redemption; and I.B. Singer's post-Holocaust demons, shlemiels, sinners and refugees. Also includes several literary memoirs. In what way do these figures (and their critics) invent the narrative for what one historian recently called "The Jewish Century'? Open to students at all levels. Open to students at all levels. (L) 4 credits
Justin Cammy
Offered Spring 2008

GER 230 Topics in German Cinema
Topic: Nazi Cinema.
Joel Westerdale
Offered Spring 2008

SPN 246 Life Stories by Latin-American Jewish Writers
Silvia Berger
Offered Spring 2008

Special Studies

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

The Major

Advisers: Ernest Benz, Silvia Berger, Justin Cammy, Lois Dubin, Joel Kaminsky

The major in Jewish studies comprises 12 semester courses.

A. Requirements

1. Basis: JUD 225 Jewish Civilization: Text and Tradition, normally taken in a student's first or second year.
2. Language: JUD 100y Elementary Modern Hebrew, counting as two semester courses. Students who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from this requirement; in such cases, they are strongly encouraged to continue their study of Hebrew language at the intermediate level or beyond.

B. Breadth

One course in each of the following:
1. Classical Texts
2. History and Thought
3. Literature and the Arts
Students can expect advisers to work closely with them to select electives that cover the chronological sweep of Jewish civilization.

C. Concentration

Three courses on a unifying theme, period, geographic area, or body of literature. A student defines her concentration in consultation with her adviser, and submits it for approval to the program by the end of the junior year. No more than one 100-level course may count toward the concentration. One course taken in fulfillment of the breadth requirement may count toward the concentration.

D. Seminar and/or Advanced Special Studies

One seminar from the program's approved list of courses (for example, REL 310, REL 320, JUD 362, GOV 323) or a research-intensive JUD 400 Special Studies.

E. Electives

In choosing elective courses within the major, students should keep in mind the following.

Jewish Studies highly values the study of language. Although JUD 100y is the minimum requirement for
the major, the program strongly encourages students to continue study of Hebrew, and to do so at Smith, when appropriate courses are available. JUD 200 (Intermediate Modern Hebrew); REL 295/296 (classical Hebrew); special studies in language. A student may continue her study of Hebrew or of another Jewish language (such as Yiddish or Ladino), within the Five-College consortium or at a approved program elsewhere.

With the approval of her adviser, a student may count toward the major up to two Smith College courses outside the approved list of Jewish studies courses, when such courses offer a comparative or additional methodological perspective to the student's chosen concentration. In such cases, a student normally writes at least one of her assignments for the course on a Jewish Studies topic.

F. Courses elsewhere

Courses taken elsewhere in the Five-College consortium, on Junior Year Abroad Programs or on other approved programs for study away may count toward the major. A student's petition to count such a course must be approved by the major adviser and the Jewish Studies Program after the course has been completed.

G. Additional Guidelines

1. No course counting toward the major may be taken for an S/U grade.
2. Normally, at least seven of the courses toward the major shall be taken at Smith College.
3. No more than two courses at the 100-level, other than JUD 100y may count toward the major.
4. In order to support the interdisciplinary nature of a major in Jewish studies, normally no more than seven of a student's courses shall be from the same academic department.

Honors

430d Thesis
Full-year course; offered each year

Requirements for the Honors major: Twelve semester courses, with JUD 430d counting for two of them. The thesis is written during the two semesters of a student's senior year, and is followed by an oral examination.

The Minor

Advisers: Same as those listed for the major

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program.

Requirements:
A total of five courses:
1. JUD 225 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 Thought, Literature and the Arts). Normally, a student electing to minor in Jewish studies will take at least three courses toward the minor at Smith. The yearlong JUD 100y counts as one course toward the minor.

Study Away

The program encourages international study as a way to enhance knowledge of Jewish history, experience, and languages. JUD 100y or equivalent is required of all students before beginning a semester of study in Israel. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away, Justin Cammy. A list of approved international programs is available on the program Web site at www.smith.edu/jud.

Courses counting toward the Jewish Studies major and minor

I. Basis
JUD 225/REL 225 Jewish Civilization: Text and Tradition (formerly JUD 187)

II. Language
JUD 100y Elementary Modern Hebrew
JUD 110y Elementary Yiddish
JUD 200 Intermediate Modern Hebrew
III. Classical Texts

REL 110  Archaeology of Israel and Palestine
REL 210  Introduction to the Bible I
REL 211  Wisdom Literature and Other Books from the Writings
REL 213  Prophecy in Ancient Israel
REL 215  Introduction to the Bible II
REL 217  The Dead Sea Scrolls, Judaism and Christianity
REL 222  Sages, Strangers and Women: An Introduction to Rabbinic Literature
REL 310  Sibling Rivalries: Israel and the Other

IV. History and Thought

GOV 229  Government and Politics of Israel
GOV 248  The Arab-Israel Dispute
GOV 323  Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
HST 284/JUD 284  The Jews of Eastern Europe, 1750-1945
JUD 283  The Spanish Inquisition
JUD 285  Jews and Islamic Civilization
REL 110  Ancient Jewish and Christian Martyrs
REL 110  The Holy Land
REL 220  Jews and Judaism in the Ancient World
REL 221  Jewish Spirituality: Philosophers and Mystics
REL 223  Insiders/Outsiders I: Jews and Judaism in Modern Europe
REL 224  Insiders/Outsiders II: Jews and Judaism in Europe and America, 19th-20th Centuries
REL 227  Judaism/Feminism/Women’s Spirituality
REL 320  Tying and Untying the Knot: Women, Marriage and Divorce in Judaism

V. Literature and the Arts

CLT 214  Literary Anti-Semitism
CLT 218  Holocaust Literature
CLT 275  Israeli Literature
CLT 277  At Home With Kafka: Modern Jewish Fiction
ENG 230/JUD 258  American Jewish Literature
GER 230  Nazi Cinema
GER 250  Jews in German Culture
GER 351  Isn’t It Ironic? Harry/Heinrich/Henri Heine 1797–1856 (in German)
JUD 260  Yiddish Literature and Culture
JUD 261  The Same or Other: Images of Jews in Russian Cinema
JUD 362  Seminar in Modern Jewish Literature
SPN 246  Life Stories by Latin American Jewish Writers (in Spanish)
SPN 280  Life Stories by Latin American Jewish Writers
THE 241  Staging the Jew
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**

Ann Leone, Professor of French Studies, Director
Nina Antonetti, Assistant Professor in Landscape Studies
Jeffrey Blankenship, Lecturer in Landscape Studies

**LSS 100 Issues in Landscape Studies**


Through readings and a series of lectures by Smith faculty and guests, we will examine the history and influences out of which landscape studies is emerging. We will look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biology and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. (E) **2 credits**

Ann Leone, Director; Nina Antonetti, Co-Director

Offered Spring 2008

**LSS 105 Introduction to Landscape Studies**

Landscape studies is a burgeoning new field at Smith College and is the first program of its kind at a liberal arts college in this country. This introductory course will be a chronological and thematic exploration of the issues that define the evolving field of landscape studies. 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 from around the globe. Much of this course is new terrain, so be prepared for impromptu readings, discussions and guest lectures as topics become topical, issues develop into debates, and events get announced. Priority given to LSS minors and first and second years. Enrollment limited to 30. **4 credits**

Nina Antonetti

Offered Fall 2007

**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 we will characterize what makes a place a socialized landscape, identify how it improves its community, and consider how a dysfunctional space might be transformed into a socialized landscape. This discussion-based course will have a practical component insofar as we will propose ways of socializing a real site for a client. Prerequisite: LSS 105 or permission of the instructor. Enrollment limited to 20. **4 credits**

Nina Antonetti

Offered Spring 2008
LSS 250/ARS 281 Studio: Landscape and Narrative
This studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Beginning with readings and discussions, students work through a series of projects that engage with the narrative potential of landscape and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, model-making, collage and photography. Prerequisites: two LSS courses or an equivalent accepted by the program or permission of the instructor. Enrollment limited to 12. {A/S} 4 credits
To be announced
Offered Fall 2007

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 place-making. This studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students will design a series of projects that explore the potential for melding art and ecology. Prerequisite: two LSS courses or an equivalent accepted by the program or permission of the instructor. Enrollment limited to 12. {A/S} 4 credits
To be announced
Offered Spring 2008

LSS 300 Rethinking Landscape
This capstone colloquium for the study of the built environment will explore myriad issues in design— including territory, expansion, sexuality, disjunction, fantasy, dwelling, memory, nationalism— in the context of critical approaches such as modernism, deconstruction, structuralism, poststructuralism, phenomenology and gender. A full range of landscapes will be studied, from rural to urban, ancient to contemporary, east to west. A group project will culminate in independent research. By permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. {H/S/A} 4 credits
Nina Antonetti
Offered Spring 2008

LSS 404 Special Studies
Admission by permission of the instructor and director, for junior and senior minors. To be taken in conjunction with LSS 300. 4 credits
Nina Antonetti
Offered Spring 2008

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 Makker
Offered Fall 2007

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 Makker
Offered Spring 2008
American Studies

AMS 220 Colloquium
Topic: “In the ‘burbs: Culture, Politics, Identity.”
Steve Waksman
Offered Fall 2007

History

HST 209 (C) Aspects of Middle Eastern History
Nadya Sbaiti
Offered Fall 2007

HST 227 (C) Aspects of Medieval European History
Topic: Paris From Its Origins through the Sixteenth Century.
Ann Ramsey
Offered Fall 2007

The Minor in Landscape Studies

Advisers: Fall 2007: Nina Antonetti; Spring 2008: 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 120 and 121 (Landscape Plants and Issues, plus lab) or BIO 122 and 123 (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 courses from the list of related courses (see our Web site), 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, 255 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
Ginetta Candelario, Associate Professor of Sociology and of Latin American and Latino/a Studies, Director
**1 Velma García, Associate Professor of Government
Maria Estela Harretech, Associate Professor of Spanish and Portuguese
Marguerite Itamar Harrison, Assistant Professor of Spanish and Portuguese
Michelle Joffroy, Associate Professor of Spanish and Portuguese

*2 Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American and Latino/a Studies
Dana Leibsohn, Associate Professor of Art
†2 Maria Helena Rueda, Assistant Professor of Spanish and Portuguese
**1 Nola Reinhardt, Professor of Economics
*1 Nancy Saporta Sternbach, Professor of Spanish and Portuguese
**1 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. 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 2007

LAS 261/HST 261 (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history 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
Lowell Gudmundson, Spring 2008
Ann Zulawski, Spring 2009
Offered Spring 2008, Spring 2009

LAS 301 Seminar: Topics in Latin America and Latino/a Studies
Topic: Cuban Society 1898 to the Present. This seminar examines social change in Cuba, particularly focusing on the period since the revolution of 1959. It will emphasize the economic and political history of modern Cuba as a basis for the discussion of various aspects of national life. Topics to be explored may include: Cuba’s relationship with the U.S., central planning and economic restructuring, race and ethnicity; social change and political pluralism; gender and sexuality; education; religion; art and architecture; healthcare and scientific development; music, dance, and film. {H/S} 4 credits
Ann Zulawski
Offered Fall 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 MA 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 2007–08:

Anthropology
237 Native South Americans
Offered Spring 2008

Art
205 Inka and the Aztec: Visual Culture and Imperial Desire
Offered Spring 2008

352 Studies in Art History
Topic: Trading Partners: Visual Culture and Economies of Exchange
Offered Fall 2007

Comparative Literature
268 Latina and Latin American Women Writers
Offered Spring 2008

Economics
211 Economic Development
Offered Fall 2007

213 The World Food Systems
Offered Spring 2008

Government
220 Introduction to Comparative Politics
Offered Fall 2008

226 Latin American Political Systems
Offered Fall 2007, Spring 2009

237 Colloquium: Politics and the U.S./Mexico Border
Offered Spring 2009

307 Seminar in American Government
Topic: Latinos and Politics in the United States
Offered Fall 2008

322 Seminar in Comparative Government
Topic: Mexican Politics from 1910–Present
Offered Fall 2007
History

260 Colonial Latin America, 1492–1825
Offered Fall 2007

261 National Latin America, 1821 to the Present
Offered Spring 2008, Spring 2009

361 Problems in the History of Spanish America and Brazil
Topic: Public Health and Social Change in Latin America, 1850–Present
Offered Spring 2009

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 2008

Spanish and Portuguese:

POR 220 Topics in Portuguese and Brazilian Literature and Culture
Topic: Brazilian Poetry and Performance Art
Offered Fall 2007

POR 221 Topics in Portuguese and Brazilian Literature and Culture
Topic: Cultural Crosscurrents in Today’s Portuguese-Speaking World
Offered Spring 2008

POR 280 Portuguese and Brazilian Voices in Translation
Topic: Beyond the Third Bank of the River: The Brazilian Short Story
Offered Spring 2008

POR 381 Seminar in Portuguese and Brazilian Studies
Topic: Multiple Lenses of Marginality: New Brazilian Filmmaking by Women
Offered Fall 2007

SPN 230 Topics in Latin American and Peninsular Literature
Topic: From Euphoria to Disenchantment: The Return to Democracy on Stage
Offered Spring 2008

SPN 230 Topics in Latin American and Peninsular Literature

Topic: Tales and Images of Travel from Latin America
Offered Fall 2007

SPN 245 Topics in Latin American and Peninsular Studies
Topic: Latin American Film as Visual Narrative
Offered Fall 2007

SPN 246 Topics in Latin American Literature
Topic: Reinterpreting Magical Realism in Literature and Film
Offered Fall 2007

SPN 246 Topics in Latin American Literature
Topic: Life Stories by Latin American Jewish Writers
Offered Spring 2008

SPN 246 Topics in Latin American Literature
Topic: Negotiating the Borderlands: Text, Film, Music
Offered Spring 2008

SPN 260 Survey of Latin American Literature I
Offered Fall 2007

SPN 261 Survey of Latin American Literature II
Offered Spring 2008

SPN 370 Literary Genres in Latin America
Topic: Violence and Ethics in Latin American Narratives
Offered Spring 2008

SPN 371 Latin American Literature in a Regional Context
Topic: The Southern Cone
Not offered 2007–08

SPN 373 Literary Movements in Spanish America
Topic: City Life/City Lives: Urban Spaces and Migrant Identities in Latin America
Offered Fall 2007

SPN 380 Advanced Literary Studies
Topic: Translating Poetry
Offered Spring 2008

The Minor in Latin American Studies

Requirements: Six courses dealing with Latin America to be selected from anthropology, art, economics, government, history, and literature. They must include LAS 260/HST 260, LAS 261/HST 261, and SPN 260 or SPN 261, and at least one course at the 300 level.
Minor in Latino/a Studies

Requirements: Six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history, or literature; and three classes in Latino/a studies to be chosen from 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 418.
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 Philosophy**

- 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 UMass.)
2. Four linguistics-related courses (see list below). One yearlong college course in a foreign language may substitute for one of these four.
3. A seminar (or other advanced work) to be agreed on with the adviser.

Note: The Five Colleges are rich in linguistics offerings. For more offerings, consult the Five College 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?

or
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
Logic

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

Advisers
James Henle, Professor of Mathematics
Jay Garfield, Professor of Philosophy, Director
*1 Albert Mosley, Professor of Philosophy

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

100 Valid and Invalid Reasoning: What Follows from What?
Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes, and puzzles. May not be taken for credit with PHI 202. (M) 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2007

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 2008

404 Special Studies
4 credits
Offered both semesters each year

The Minor
Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:

LOG 100 or PHI 202, but not both
MTH 153 or CSC 250
MTH 217 or PHI 220

Additional courses may be chosen from the following list:
CSC 111 Computer Science I
CSC 250 Foundations of Computer Science
CSC 270 Digital Circuits and Computer Systems
CSC 290 Introduction to Artificial Intelligence
CSC 294 Introduction to Computational Linguistics
LOG 404 Special Studies in Logic
MTH 153 Discrete Mathematics
MTH 217 Mathematical Structures
PHI 203 Topics in Symbolic Logic
PHI 220 Logic and the Undecidable
PHI 236 Linguistic Structures
PHI 322 Topics in Advanced Logic
Depending on the topic, the courses listed below may also be taken for logic minor credit:

CSC 390  Seminar in Artificial Intelligence
MTH 224  Topics in Geometry
MTH 238  Topics in Number Theory
MTH 343  Topics in Mathematical Analysis
MTH 350  Topics in the History of Mathematics
PHI 362  Seminar: Philosophy of Language

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law for example.
Marine Science and Policy

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

Advisers
H. Allen Curran, Professor of Geology, Co-Director
Paulette Peckol, Professor of Biological Sciences, Co-Director
C. John Burk, Professor of Biological Sciences
L. David Smith, Associate Professor of Biological Sciences, Co-Director

The marine sciences and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, no more than three of which can be taken at other institutions, including three required courses as follows:
- GEO 108 Oceanography
- BIO 268 Marine Ecology (BIO 269 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
  - Geology
  - Social Sciences

Biological Sciences
- 110 Conservation Biology Colloquium
- 260/261 Invertebrate Diversity and required Concurrent Laboratory
- 338 Algae and Fungi (2007-08 only)
- 364/365 Plant Ecology and required Concurrent Laboratory (replaces 338 in 2008-09)
- 366 Biogeography
- 390 Topics in Environmental Biology
- 400 Special Studies

Geology
- 231 Invertebrate Paleontology and Paleoeconomy
- 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**

James Joseph Callahan, Ph.D.
Michael O. Albertson, Ph.D.
David Warren Cohen, Ph.D.
James M. Henle, Ph.D.
Joseph O'Rourke, Ph.D. (Computer Science)
Katherine Taylor Halvorsen, D.Sc.
Ruth Haas, Ph.D., Chair
Ileana Streinu, Ph.D. (Computer Science)
Pau Atela, Ph.D.

**Associate Professors**

Patricia L. Sipe, Ph.D.
Christophe Golé, Ph.D.
Nicholas Horton, D.Sc.

**Assistant Professor**

Elizabeth Denn, Ph.D.

**Visiting Assistant Professors**

Christopher Hardin, Ph.D.
sarah-marie belcastro, Ph.D.
Susanna Core Bianchi, Ph.D.
Michael Bush, Ph.D.

**Senior Lecturer**

Mary Murphy, MAT.

**Lecturer and Professor Emerita**

Marjorie Lee Senechal, Ph.D.

**Research Associate**

Danielle Ramdath, Ph.D.

A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions, or analysis), but no calculus, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in 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 2007, Spring 2008

102 Elementary Functions
Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. (M) 4 credits
Mary Murphy
Offered each Fall

105/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 2007–08

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
Mary Murphy
Offered each Fall

111 Calculus I
Rates of change, differential equations and their numerical solution, integration, differentiation, and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are 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. Situations in science and social sciences in which calculus naturally arises are emphasized. Students may not receive credit for both 114 and 112. Prerequisite: MTH 111 or the equivalent. (M) 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. Situations in science and social science in which calculus naturally arises are emphasized. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114 and 112. (M) 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 applica-
tions to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, and combinatorics. (M) 4 credits

Members of the department
Offered both semesters each year

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, Christoph Golé
Offered each Spring

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
James Callahan, Fall 2007
Christopher Hardin, Spring 2008
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 2008–09

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 2007

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 Spring 2008

224 Topics in Geometry
Topic: Discrete Geometry. Convex sets, convex polytopes, Helly's Theorem, center points, arrangements of points and lines and crossing numbers. A look at symmetry, especially automorphisms of various geometric
Mathematics and Statistics

**MTH 211 and MTH 212** or permission of the instructor.
**4 credits**

Michael Albertson
Offered Fall 2007

**225 Advanced Calculus**
Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212, or permission of the instructor.
**4 credits**

James Callahan
Offered each Spring

**227 Topics in Modern Mathematics**
Topic: Mathematical Sculptures. 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 three main components: 1) Elements of computer 3D Visualization, 2) Mathematical study of the objects, 3) Construction.
**4 credits**

Pau Atela
Offered Spring 2008

**233 An Introduction to Modern Algebra**
An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: MTH 153 and and MTH 211, or permission of the instructor.
**4 credits**

To be announced
Offered Spring 2008, Spring 2009

**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.
**4 credits**

To be announced
Offered each Fall

**241 Probability and Statistics for Engineers**
This course gives students a working knowledge of basic probability and statistics and their application to engineering. Analysis of data and simulation using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 as well as CSC 111 (may be taken concurrently) Students will not be given credit for both MTH 241 and MTH 245 or MTH 190.
**4 credits**

Nicholas Horton, Katherine Halvorsen
Offered Spring 2008 and each Fall thereafter

**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.
**4 credits**

Christophe Golé
Offered each Fall

**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. 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.
**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 continu-
ous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or permission of the instructor. (M) 4 credits
James Henle
Offered each Fall

247 Statistics: Introduction to Regression Analysis
Theory and applications of regression techniques: linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating, and comparing statistical models and analyzes data sets taken from the natural, physical, and social sciences. Prerequisite: one of the following: MTH 190, MTH 241, MTH 245, ECO 190, GOV 190, PSY 190 or a score of 4 or 5 on the AP Statistics examination (M) 4 credits
James Henle, Nicholas Horton
Offered Fall 2008

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 2009

255 Graph Theory
The course will begin with the basic structure of graphs including connectivity, paths, cycles and planarity. We will proceed to study independence, stability, matchings and colorings. Directed graphs and networks will be considered. In particular, some optimization problems including maximum flow will be covered. The material will include theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. (M) 4 credits
Michael Albertson
Offered Spring 2008

289 The Mathematics of Knitted Objects
Pending CAP approval.
We will explore the many kinds of higher-level mathematics applicable to knitted mathematical objects, including the classification of surfaces, embeddings of two-dimensional manifolds, Whitney's Theorem, basic homotopy, knot theory, and the structure of knitting itself. No knitting experience is needed, but knitters will have the opportunity to experiment with approximating mathematical objects with yarn. Students are expected to have taken multivariable calculus (MTH 212). (E) (M) 2 credits
Sarah-Marie Belcastro
Offered Interterm 2008

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: 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 MTH 290/PSY 290. Enrollment limited to 20. (M) 4 credits
Katherine Halvorsen
Offered Fall 2007

300 Dialogues in Mathematics
This course gives students the opportunity to listen to, understand, discuss and write about various mathematical topics. The class will include lectures by students, faculty and visitors on a wide variety of topics. These lectures will be open to all students and faculty; other meetings are open only to students registered in the course. Required course work includes an oral presentation. Prerequisites: MTH 211, MTH 212, and two additional mathematics courses at the 200 level, or permission of the instructor. May be repeated once for credit. This course is graded satisfactory/unsatisfactory only. (M) 2 credits
Ruth Haas
Offered Fall 2007, Spring 2008
301 Topics in Advanced Mathematics
Topic: Combinatorics of Coxeter Systems. An introduction to Coxeter systems from a combinatorial point of view. Topics will include: The basics of Coxeter groups; reduced words; Bruhat order; Weak order; Root Systems; and Enumeration. This class will give a rigorous introduction to an advanced topic. It will stress independent and group work, proof writing and oral presentation of mathematics. The course is specifically designed for students in the Center for Women in Mathematics, but open to all serious mathematics students. Prerequisite: At least one of MTH 233, 238, or 243 or permission of the instructor. [M] 2 credits
Ruth Haas
Offered Fall 2007

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
Christophe Golé
Offered Spring 2008

333 Topics in Abstract Algebra
Topic: Galois Theory. In high school algebra you learned a formula for finding the roots of a quadratic equation. The advanced algebra courses you have had in college probably seemed to have very little in common with that early goal. In this course we return to the problem of how to factor a polynomial. Our work will require learning about the algebraic structures rings and fields. This course will begin with the fundamentals of rings and fields and then cover extension fields and Galois theory. Finally, using all this structure we will be able to understand fully how to factor polynomials and find their roots. [M] 4 credits
Ruth Haas
Offered Fall 2007

342 Topics in Topology and Geometry
Topic: Topology. Topology is a kind of geometry in which important properties of a figure are preserved under continuous motions (homeomorphisms). This course gives students an introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. Prerequisites: MTH 211 (Linear algebra), MTH 212 (multivariable calculus). (Knowing some group theory and/or analysis will be helpful but not essential. The course could be taken concurrently with either real or complex analysis.) Prerequisites: MTH 233 or 238 and MTH 225 and 243 or permission of the instructor. [M] 4 credits
Pau Atela
Offered Fall 2008

343 Topics in Mathematical Analysis
Topic: Measure Theory and the Banach-Tarski Paradox. Prerequisite: Either MTH 225 Advanced Calc or MTH 243 Analysis or permission of instructor. [M] 4 credits
James Henle
Offered Spring 2008

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
To be announced
Offered Spring 2008 at Mount Holyoke College
Offered Spring 2009 at Smith College

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/phyllo). Prerequisites: MTH 211 and MTH 212 or permission of the instructor. [M] 4 credits
Pau Atela
Offered Fall 2008

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. Prerequisite: at least one 300-level course in Mathematics or permission of the instructor. (E) (M) 2 credits
Marjorie Senechal
Offered Spring 2008

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, Patricia Sipe

Adviser for Study Abroad: Christophe Golé

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.

Majors are required to take a total of 40 credits in courses numbered MTH 111 and above, with the following exceptions. At most 8 credits may be awarded for MTH 111, MTH 153, MTH 190 and either MTH 112 or MTH 114. With the approval of the department, up to 8 of the 40 credits may be satisfied by courses taken outside the mathematics and statistics department. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and 212 or statistical content at a level more advanced than MTH 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 mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, ECO 240, ECO 255, LOG 100, PHY 214, PHY 220, PHY 222, PHY 322 and PHY 340. A student may petition the department if she wishes credit for any course not on this list.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

The Minor
The minor in mathematics consists of 211 plus 16 other credits selected from any 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, 290, 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

Directors: Michael Albertson (Fall 2007) and Patricia Sipe (Spring 2008)

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

431 Thesis
8 credits
Offered each Fall

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

Requirements: In addition to the credits required for the major, students must take 431 or 432d (for either eight or twelve credits) in the senior year.

Directed reading, exposition and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Graduate

580 Graduate Special Studies
4 credits
Offered both semesters each 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.
Medieval Studies

Advisers and Members of the Medieval Studies Council

1. Nancy Mason Bradbury, Professor of English Language and Literature
2. Brigitte Buettner, Professor of Art
John Connolly, Professor of Philosophy
Craig R. Davis, Professor of English Language and Literature, Director
Eglal Doss-Quinby, Professor of French Studies
†2 Alfonso Procaccini, Professor of Italian Language and Literature
†1 Vera Shevzov, Associate Professor of Religion
†1 Federica Anichini, Assistant Professor of Italian Language and Literature
†2 Ibtissam Bouachrine, Assistant Professor of Spanish and Portuguese
†1 Suleiman Ali Mourad, Assistant Professor of Religion
Ann Ramsey, Lecturer in History

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

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:
All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level.

Required Courses:
A total of 10 semester courses from the list of approved courses below, excluding the Latin requirement, distributed in four areas as follows:
1. Two courses in medieval history: normally these are HST 224 and HST 225;
2. One course in medieval religion or philosophy;
3. One course in medieval art;
4. Two courses in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement;
5. Two additional courses from the list of approved courses below;
6. Concentration requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above (history, religion or philosophy, art, language and/or literature.

In addition to courses listed below, courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student’s principal written work deals with a medieval subject.
Students are encouraged to consult the current Five College catalogue of courses for offerings at the other four institutions. We also encourage medieval studies majors to consider proposing a special studies project or an honors thesis.

The Minor

Required Courses:
Students who wish to qualify for a minor in medieval studies have the option of demonstrating a working knowledge of Latin as per the major requirement or demonstrating a working knowledge of one of the medieval vernaculars (these currently include ENG 216, ENG 217, ENG 218, ITL 332 and SPN 250). Beyond the language requirement, students must take four courses from the list of approved medieval studies courses at the 200 level or above; these courses must include at least one course in history and one course in art or music. Students are encouraged to select courses that deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Approved courses for 2007–08 are as follows:

Art
220 Relics and Reliquaries

English
120 Celtic Worlds
120 Scandinavian Mythology
211 Beowulf
214 Medieval Welsh
250 Chaucer

French
253 Medieval and Renaissance France

History
224 Early Medieval World 300–1050
227 Aspects of Medieval European History
   Topic: Paris From Its Origins through the Sixteenth Century

Italian
332 Dante's Divine Comedy—Inferno
333 Dante's Divine Comedy—Purgatorio and Paradiso

Latin
213 Virgil's Aeneid
330 Advanced Readings in Latin American Literature I & II
   Topic: Medieval Latin
   Topic: Virgil's Aeneid: Advanced Course

Philosophy
124 History of Ancient and Medieval Philosophy
126 History of Medieval Philosophy

Spanish and Portuguese
250 Survey of Iberian Literatures and Society I
   Topic: Sex and the Medieval City
332 The Middle Ages Today
   Topic: Queer Iberia

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.
Middle East Studies

Members of Middle East Studies Committee
†2 Ibtissam Bouachrine, Assistant Professor, Spanish and Portuguese
Justin Cammy, Assistant Professor, Jewish Studies
Donna Robinson Divine, Professor, Government, Director
†1 Suleiman Mourad, Assistant Professor, Religion
Karen Pfeifer, Professor, Economics
Nadya Sbaiti, Assistant Professor, History
*1 Gregory White, Professor, Government

The Middle East studies minor at Smith provides students with the opportunity to complement their major with a concentration of courses that treat the region in all its historical, political, social, and cultural complexity. The geographical region broadly conceived stretches from north Africa to southwest and central Asia. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements: Six semester courses are required.

Language (1 course)
Completion of at least one year of college-level Arabic or modern Hebrew. Only the second semester of the beginner’s language sequence counts as one of the six courses required for the minor, though students earn course credit towards overall Smith degree requirements for the full year. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five College consortium is strongly encouraged. Students may apply to the MES Committee for funding of summer language study—eg. Arabic, Farsi, Hebrew, Turkish, Urdu.

Electives (3 courses)
In consultation with their adviser, students may choose additional electives in religion, literature, arts, and/or history and the social sciences.

Students who wish to conduct independent research may approach an adviser for permission to enroll in MES 400 (Special Studies). MES 400 is a research intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

Study Abroad
The Middle East Committee encourages students to explore study abroad opportunities which allow them to deepen their understanding of Middle Eastern languages, history, and cultures. A list of Smith approved programs is available from the Office of Study Abroad.

Courses
Students should consult the catalogue for an up-to-date list of courses. In consultation with an adviser equivalent courses may be substituted. Courses related to Middle East studies offered at Smith within the past three years include:
Language
JUD 100y  Elementary Modern Hebrew
JUD 200  Intermediate Modern Hebrew
ARA 100y  Elementary Arabic
ARA 298/299  Intermediate Arabic

Social Sciences
ECO 214  Economics of the Middle East and North Africa
GOV 224  Islam and Politics in the Middle East
GOV 229  Government and Politics of Israel
GOV 248  The Arab-Israeli Dispute
GOV 323  Warring for Heaven and Earth: Muslim and Jewish Fundamentalism
GOV 347  North Africa in the International System

History and Religious Thought
JUD 285  Jews and Islamic Civilization
HST 208  The Making of the Modern Middle East
HST 209  Aspects of Middle Eastern History
REL 110  The Holy Land
REL 245  The Islamic Tradition
REL 246  Islamic Thought and the Challenge of Modernity
REL 345  Islamic Thought

Literature and the Arts
CLT 275  Israeli Literature
ARH 228  Islamic Art and Architecture
SPN 332  The Middle Ages Today
Music

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

Professors
§2 Peter Anthony Bloom, Ph.D.
Donald Franklin Wheelock, M.Mus.
Richard Jonathan Sherr, Ph.D.
"1 Monica Jakuc, M.S.
Ruth Ames Solie, Ph.D.
Karen Smith Emerson, M.M.
Jane Bryden, M.M., Chair
"1 Raphael Atlas, Ph.D.

Associate Professors
"2 Margaret Sarkissian, Ph.D.
"2 Joel Pitchon, M.M.
"2 Steve Waksman, Ph.D.

Assistant Professor
Judith Gordon, B.Mus.

Senior Lecturers
"1 Grant Russell Moss, D.M.A
"2 Jonathan Hirsh, D.M.A, Director of Orchestral and Choral Activities

Lecturer and Assistant Director of Choral Activities
Ryan Brandau, M.M.A

Lecturers
Daniel Warner, Ph.D.
Akiva Cahn-Lipman, M.M.
Ronald Gorevic, A.G.S.M.

Staff Pianist
Clifton J. Noble, Jr., MA

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

Prospective majors are advised to take 110 and 111 in the first year and 200 or 201 in the sophomore year.

Introductory Courses

100 Colloquia
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

Fundamentals of Music
An introduction to music notation and to principles of musical organization, including scales, keys, rhythm and meter. Limited to beginners and those who did not place into 110. (A)
Raphael Atlas, Fall 2007
Donald Wheelock, Spring 2008
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 Spring 2008

Music and Gender in the World
This course explores the ways in which music functions in society to reflect or construct gender relations and the degrees to which a society’s gender ideology and resulting behaviors affect its musical thought and practice. Using non-Western case studies as points of
departure, particular emphasis will be placed upon the ways scholars write about gendered musical lives. {A/S}
Margaret Sarkissian
Offered Spring 2008

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 2007

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
Ryan Brandau
Offered Fall 2007, Spring 2008

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 2008

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: The Baroque Revolution, ca. 1580–1680
At the turn of the 17th century, musical style changed radically and forever, and by the middle of that century, most of the things that we now take for granted as aspects of “classical” music (vocal genres such as solo song, opera and oratorio; instrumental genres such as the sonata and the concerto; our modern system of notation and tonality) were firmly established. The period also saw issues of gender and eroticism appear in musical discourse, as well as the first substantial body of works by women composers. This course shall consider these topics with special attention to the way they are addressed in the works of figures such as Claudio Monteverdi, Francesca Caccini, Barbara Strozzi, Girolamo Frescobaldi, Heinrich Schütz and others. Open to all
students (including first-year students) who have some previous musical experience or who have obtained the permission of the instructor. (H/A) 4 credits
Richard Sherr
Offered Fall 2007

201 Music from the Pre-Classical to the Post-Modern
An historical survey of the principal styles and monuments of Western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. (H/A) 4 credits
Peter Bloom
Offered Spring 2008

205 Topics in Popular Music
Topic: Metal and Punk: Rock History Out Loud. In-depth examination of the historical, musical and social development of heavy metal and punk rock, two key genres in the recent history of rock. The course will explore metal and punk as interrelated musical responses to the “crisis” that beset post-1960’s rock and use the two genres as a lens for examining the nature and definition of popular music genres, the status of rock music as commodity, the politics of “noise,” and the shifting qualities of the rock audience from the 1970s to the present. Enrollment limited to 15. Prerequisites: MUS 105 or permission of the instructor. (H/S/A) 4 credits
Steve Waksman
Offered Fall 2007

210 Advanced Tonal Analysis
Advanced study of tonal music through analysis and composition. Prerequisite: 111 or permission of the instructor. Offered in alternate years. (A) 4 credits
Offered Spring 2009

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 2007

220 Topics in World Music
Topic: Popular Music in the Islamic World
Music is a thorny issue in most Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we will engage with Islamic debates on popular music, explore a broad range of case studies, and examine the ways each illuminates different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 will be helpful. (A) 4 credits
Margaret Sarkissian
Offered Fall 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 Fall 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
Not offered 2007–08

ANT 258 Performing Culture

305 Music of the High Baroque
The music of Bach and Handel, concentrating on their vocal works. Prerequisite: 110 or permission of the instructor. (A) 4 credits
Richard Sherr
Not offered 2007–08

303 Seminar in Music of the Renaissance
Sacred and secular music in Western Europe during the 15th and 16th centuries. Topic for 2008: The Music of Josquin des Prez. Prerequisite: permission of the instructor. (H/A) 4 credits
Richard Sherr
Offered Spring 2008

307 Beethoven and His World
A look at Beethoven’s inheritance from Haydn and Mozart; a survey of Beethoven’s music concentrating on the piano sonatas, concertos, string quartets and symphonies; and a consideration of some recent Beethoven literature that takes us into the composer’s workshop and on to his wider world. Prerequisite: 201 or permission of the instructor. (A) 4 credits
Peter Bloom
Offered Fall 2007

308 Seminar in the Music of the Nineteenth Century
The Worlds of Hector Berlioz and Richard Wagner: A comparative study of two controversial composers whose lives intersected with momentous events in political history and whose works—of unrivaled novelty, unprecedented monumentality, and unquestionable profundity—marked their own generations and generations to come. Areas of investigation, in accordance with students’ interests, may include Berlioz and Wagner as authors of operas about artists and lovers in conflict with society, of musical reactions to Goethe’s Faust, and of theoretical treatises and autobiographies. Prerequisite: 201 or permission of the instructor. (H/A) 4 credits
Peter Bloom
Offered Spring 2008

325 Writing About Music
An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertories and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. (A) 4 credits
Ruth Solie
Offered Fall 2007

341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. (A) 4 credits
Donald Wheelock
Offered Spring 2008

345 Electro-Acoustic Music
Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to eight. Prerequisites: a semester course in music theory or composition and permission of the instructor. (A) 4 credits
Daniel Warner
Offered Spring 2008

CSC 354 Seminar in Digital Sound and Music Processing

400 Special Studies
In the history of music, world music, composition, or in the theory or analysis of music. By permission of the department, for juniors and seniors. 1 to 4 credits
Offered both semesters each year

Graduate Courses

The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the M.A. degree would be overseen by the appropriate members of the faculty.
Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (Music 100), or 110 and either Music 200 or 201 during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions must be scheduled with the secretary of the department upon arrival on campus. Singers, pianists, and other instrumentalists will be expected to perform one or more works of their own choice. Courses in organ are not normally open to first-year students, but those who demonstrate proficiency in piano may receive permission to register for organ in the first year.

Registration for performance courses takes place at the department office (as well as with the Registrar), and is tentative until audition results are posted.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

- 914y (A) 4 credits, first year of performance study
- 924y (A) 4 credits, second year of performance study
- 928y (A) 8 credits, music majors in second year of performance study who, with their teacher’s permission, wish to study for full credit. Prerequisite: MUS 914y.
- 930y (A) Advanced level for variable credit (4 or 8 credits). Can be repeated once. Prerequisite: MUS 924y or 928y.
- 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.

Piano. Monica Jakuc Leverett, Judith Gordon

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, Judith Gray

Violin. Joel Pitchon

Viola. Ronald Gorevic

Violoncello. Akiva Cahn-Lipman, Volcy Pelletier

Double bass. (UMass)

Viola da Gamba. Alice Robbins

Wind Instruments. Ellen Redman, flute; Kirsten Hadden Lipkins, oboe; Lynn Sussman, clarinet; Emily Samuels, recorder

Trumpet. Donna Gouger

French Horn. Frederick Aldrich

Trombone, Tuba. (UMass)

Percussion. (UMass)

Harp. Felice Swados

Guitar. Phillip de Fremery

Other Instruments

Jazz Piano. Michele Feldheim

Jazz Voice. To be announced

Saxophone. Thomas Tisdell

Drum Set. Claire Arenius

Other Jazz Instruments

901 Music Ensembles

Chamber Music Ensemble
Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. (A) 1 credit

Joel Pitchon, Members of the department
Offered both semesters each year

903 Conducting
Baton technique, score reading, problems of conducting choral and instrumental ensembles. Ability to read bass and treble clef required. May be repeated for credit. Admission by permission of the instructor. (A) 2 credits

To be announced
Offered Spring 2008

Smith College Orchestra
A symphony orchestra open to Smith students, Five-College students and community members. The orchestra gives one concert each semester and performs at annual events such as Family Weekend and Christmas Vespers. Rehearsals on Tuesday evenings.
Jonathan Hirsh, Conductor

Smith College Gamelan Ensemble
One concert each semester. Open (subject to space) to Smith students, other Five College students, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings.
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 prior jazz training.
Genevieve Rose, Director

Smith College Wind Ensemble
One rehearsal per week; at least one concert per semester. Open by audition to Smith and Five College students and members of the community.
Ellen Redman, Director

Choral Ensembles

The Choral Program at Smith includes three ensembles. Each ensemble performs annually at Family Weekend, Autumn Serenade, Christmas Vespers and at college events such as Convocation, Rally Day and some 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 and Ada Comstock Scholars. Rehearsals on
Monday and Wednesday afternoons.
Jonathan Hirsh, Conductor

**Chamber Singers:** open to selected members of the Choral ensembles by audition. Normally offered in alternate years.
Jonathan Hirsh, Conductor

**College Chorus:** open by audition to all first-year students. Rehearsals on Monday and Wednesday afternoons.
Ryan Brandau, Conductor

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

The Major

**Advisers:** Members of the department

**Adviser for Study Abroad:** To be announced

**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:** To be announced

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

**431 Thesis**
8 credits
Offered each Fall

**Requirements:** Students will fulfill the requirements of the major. Students will also present a thesis (430d or 431) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.
Neuroscience Committee
Margaret E. Anderson, Professor of Biological Sciences, Director
Mary Harrington, Professor of Psychology
Virginia Hayssen, Professor of Biological Sciences
Richard Olivo, Professor of Biological Sciences
Stylianos Scordilis, Professor of Biological Sciences
David Bickar, Associate Professor of Chemistry
†† Adam C. Hall, Associate Professor of Biological Sciences
Susan Voss, Associate Professor of Engineering
Maryjane Wraga, Associate Professor of Psychology
** Michael Barresi, Assistant Professor of Biological Sciences
Beth Powell, Lecturer in Psychology

230 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: PST 210 or 221 and CHM 111 or 118 or permission of the instructor. Enrollment limited to 14. {N} 4 credits
Beth Powell, Fall 2007
Mary Harrington, Spring 2008
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 221, an introductory BIO course, or permission of the instructor. Enrollment limited to 20. Laboratory sections limited to 10. {N} 5 credits
Madeline Rhodes
Offered Fall 2007

312 Seminar in Neuroscience
Biological Rhythms
Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230 and a course in statistics, and permission of the instructor. Enrollment limited to 12. {N} 4 credits
Mary Harrington
Offered Fall 2007

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 202, 200, 300 or 310. Enrollment limited to 12. {N} 4 credits
Adam Hall
Offered Fall 2008

400 Special Studies
A scholarly project completed under the supervision of any member of the program. Permission of the instructor required.
1–5 credits
Offered both semesters each year

The Major
Core courses: BIO 150/151; CHM 111 or 118, 222, 223; either PSY 210 or 221; either BIO 200/201 or 202/203 or 206/207; MTH 190 or 245; NSC 230; two courses with laboratories from the following: BIO 300/301, 302/303, 310/311, NSC 311.

Two electives:
Select one from BIO 200, 202, 206, 230, 300/301, 302, 310, 362, 363, NSC 311, EGR 380, PSY 210, 218, 219, 221, 222.
Select one from NSC 312, 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), BCH 380, PSY 326.

A total of 54 credits is required in the major. The S/U option may not be used for courses in the major. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors.

BIO 200, 202, 206, 300, 302, 310 or NSC 311 and PSY 210 or 221 may be taken as either core or elective, but one course cannot be counted as both core and elective. A student may take either BIO 202 or 206, but not both.

BIO 150 Cells, Physiology and Development
Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. 4 credits
Michael Barresi, Richard Briggs, Carolyn Wetzel
Offered Fall 2007, Spring 2008

BIO 151 Cells, Physiology and Development Laboratory
Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). 1 credit
Michael Barresi, Richard Briggs, Carolyn Wetzel
Offered Fall 2007, Spring 2008

BIO 200 Animal Physiology
Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. 4 credits
Margaret Anderson
Offered Fall 2007

BIO 201 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. 1 credit
Margaret Anderson
Offered Fall 2007

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I. Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. 4 credits
Stylianos Scordilis
Offered Fall 2007

BIO 203 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. Prerequisite: BIO 202, (should be taken concurrently). 1 credit
Graham Kent
Offered Fall 2007

BIO 206 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 150 and CHM 111 or CHM 118. This course does not serve as a prerequisite for BCH 252. Laboratory (BIO 207) is recommended but not required. 4 credits
Michael Barresi
Offered Spring 2009

BIO 207 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 206 (normally taken concurrently). (N) 1 credit

Michael Barresi, Graham Kent
Offered Spring 2009

BIO 230 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 152. Laboratory (BIO 231) is recommended but not required. (N) 4 credits

Robert Dorit
Offered Spring 2008

BIO 300 Neurophysiology
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 200, 202 or 206. Laboratory (BIO 301) must be taken concurrently. (N) 4 credits

Richard Olivo
Offered Spring 2008

BIO 301 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. (N) 1 credit

Richard Olivo
Offered Spring 2008

BIO 302 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 representation of developmental processes, and compose an abbreviated grant proposal. In order to fully engage students with the research being conducted in developmental biology, selected investigators will Web conference with our class. Prerequisite: BIO 230 and BIO 202 or BIO 206. Laboratory (BIO 303) is recommended but not required. (N) 4 credits

Michael Barresi
Offered Fall 2007

BIO 303 Developmental Biology Laboratory
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will be embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. Your data will be constructed into a poster that will be presented at Smith and may be presented at an undergraduate developmental biology conference with participating local colleges and universities. Prerequisite: BIO 302 (must be taken concurrently). Enrollment limited to 12. (N) 1 credit

Michael Barresi
Offered Fall 2007

BIO 310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202, BIO 230, or BIO 206, or permission of the instruc-
BIO 311 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 310 must be taken concurrently. Enrollment limited to 20. (N) 4 credits
Adam C. Hall
Offered Spring 2009

BIO 362 Animal Behavior
Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. (N) 3 credits
Virginia Hayssen
Offered Fall 2008

BIO 363 Animal Behavior: Methods
Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 262, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students. (N) 3 credits
Virginia Hayssen
Offered Fall 2007

BCH 380 Seminar: Topics in Biochemistry
Molecular Pathogenesis of Emerging Infectious Diseases
This course will examine the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms will be addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202 or BIO 204. Recommended: BIO 306. (N) 3 credits
Christine White-Ziegler
Offered Spring 2009

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 2009

EGR 380 Neuroengineering
See course description in Engineering section of this bulletin. Prerequisite: MTH 111 and 112 and EGR 220 or PHY 116 and BIO 150 or permission of the instructor. (N/M) 4 credits
Not offered in 2007–2008

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 non-science majors. This course has no prerequisites. (N) 4 credits
Madeline Rhodes
Offered Spring 2008

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, emo-
Neuroscience

The study of depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. (N) 4 credits
Beth Powell
Offered Fall 2007

PSY 218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. (N) 4 credits
Maryjane Wraga
Offered Spring 2009

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
Maryjane Wraga
Offered Spring 2008

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 2008

PSY 326 Seminar in Biopsychology
Topic: Parkinson’s Disease. We will discuss the history of Parkinson’s disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive, and emotional disturbances will be studied. Current treatments and potential future therapies will be covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. Enrollment limited to 12. (N) 4 credits
Mary Harrington
Offered Spring 2008

Adviser for Study Abroad: Mary Harrington
Adviser for Transfer Students: Margaret Anderson

The Minor

Required core courses: PSY 210 or 221, and a 300-level course selected in consultation with the adviser. Choose four electives from: PSY 210, 218, 221, 222, 312, 326; NSC 311, 312; BIO 200, 202, 206, 300, 302, 310; BCH 380.

The S/U option may not be used for courses in the minor.

Honors

Director: Virginia Hayssen

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.
Philosophy

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

Professors
Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
John M. Connolly, Ph.D., Chair
Elizabeth V. Spelman, Ph.D.
Jay L. Garfield, Ph.D.
*1 Albert Mosley, Ph.D.
Nalini Bhushan, Ph.D.

Associate Professors
Susan Levin, Ph.D.
**1 Jeffry Ramsey, Ph.D.

Lecturers
Ernest Alleva, Ph.D.
Gareth Matthews, 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} WI 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2007

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 2008

108/REL 108 The Meaning of Life
This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious ideas can be directly relevant to our own lives. {H/L} 4 credits
Andrew Rotman (Religion), Nalini Bhushan (Philosophy)
Offered Fall 2007

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 2007

125 History of Modern Philosophy
A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant.
Maximum number of students per section 15. \{H/M\}
4 credits
Ernest Alleva
Offered Spring 2008

126 History of Medieval Philosophy
A survey of Western philosophy from Plotinus to Catherine of Siena, including principal thinkers in the Christian, and also Muslim and Jewish traditions. \{H\}
4 credits
John Connolly
Offered Spring 2008

200 Philosophy Colloquium
Intensive practice in writing and discussing philosophy, and in applying philosophical methods to key problems raised in essays written by members of the philosophy department. Required for majors, optional for minors. Normally taken in the sophomore year. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. WI 4 credits
John Connolly and members of the department
Offered Spring 2008

210 Issues in Recent and Contemporary Philosophy
Pending CAP Approval
Topic: Philosophy and Children. Influenced by developmental psychology, we tend to think of children as progressing toward adulthood in distinct stages that make no room for philosophy. Yet children can be creative philosophers. Engaging with them philosophically can help us get beyond the “deficit conception” of childhood. \{S\} 4 credits
Gareth Matthews
Offered Spring 2008

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

211 The Philosophy of Ludwig Wittgenstein
Ludwig Wittgenstein is arguably the most influential philosopher of the 20th century. It is impossible to understand many of the philosophical movements of either the last century or this one without an appreciation of his ideas. In this course we will closely read his most important philosophical texts (Tractatus Logico-Philosophicus, and Philosophical Investigations), as well as his last work, On Certainty. In addition, students will be asked to research a topic of their own choosing (e.g., philosophy of mind, skepticism, aesthetics, feminism) by exploring literature on Wittgenstein and that topic. Prerequisites: Previous work in philosophy is highly recommended. In other cases, permission of the instructor will be required. Enrollment limited to 20. \{H/M\} 4 credits
John Connolly
Offered Fall 2007 at Hampshire College

212 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
John Connolly
Offered Fall 2007

213 Aesthetics
How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? Assignments will involve extensive use of the resources of the Smith College Museum of Art. \{S/A\} 4 credits
Nalini Bhushan
Offered Spring 2008

214 Philosophy and Human Nature: Theories of the Self
Topic: Desire. For many philosophical and religious thinkers, desire has been a source of some anxiety:
depicted as being by their very nature powerful and insatiable, desires appear to weaken people's capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we shall be examining questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? 4 credits Elizabeth V. Spelman Offered Spring 2008

241 Business Ethics: Moral Issues in the Boardroom and the Classroom
An investigation of ethical questions that arise in the world of business, including the business of the academy; and scrutiny of the moral principles that may enable us to cope successfully with these questions. Issues to be discussed include the responsibilities of businesses and the academy toward various stakeholders, including society at large and the environment; the ethics of investment, including endowments; product liability; advertisement and the principle of caveat emptor; sexual harassment; employee rights; spirituality and the workplace, and special privileges of the academy (academic freedom, tenure, etc.). The case-study method will be used. Not open to first-year students. Enrollment limited to 40. 4 credits John Connolly Offered Fall 2007

242 Topics in Medical Ethics
An exploration of key issues in the area of medical ethics. Following the consideration of relevant philosophical background, topics to be addressed include patient autonomy and medical paternalism; informed consent; resource allocation and social justice; reproductive technologies and genetic screening; euthanasia and the withdrawal of life-sustaining treatment; and the experimental use of human subjects. Recommended background: one course in philosophy or health studies. 4 credits Susan Levin Offered Spring 2008

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 2008

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 sutas and early philosophical texts, medieval Tibetan and Chinese commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in philosophy or Buddhist studies. 4 credits Jay Garfield Offered Fall 2007

253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India, as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students explore Varanasi and we visit important Buddhist historical and pilgrimage sites. Each student is paired with a Tibetan student "buddy" so as to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. 3 credits Jay Garfield Offered January 2008
255 Philosophy and Literature
Of late there has been talk of philosophy's being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We will explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition, and of literary and philosophical reflections on human flourishing in the 20th century. We will also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. (H) 4 credits
Susan Levin
Offered Fall 2007

260 Hermeneutics: Meaning and Interpretation
This course will examine the way that texts and works of art are read and interpreted with particular attention to the role of such things as authorial intent, communicative conventions, commentaries and traditions in our understanding of texts. We will ask whether texts have determinate or indeterminate, single or multiple meanings, and what it is to take something as meaningful. We will compare interpretative practices from different cultures and may consider the activity of translation as a hermeneutic practice. Prerequisite: at least one prior course in philosophy or literary theory. Enrollment limited to 20. (H) 4 credits
Jay Garfield
Offered Spring 2008

304 Colloquium in Applied Ethics
Topic: Sustainability. An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as storehouse, as machine, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to conceptions of human progress into the distant future? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? and how does sustainability compare with environmental objectives of longer standing such as conservation and integrity?
Jeffry Ramsey
Offered Fall 2007

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, 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 Spring 2008
330 Seminar in the History of Philosophy
Topic: The Philosophy of Hume. David Hume is the most important philosophical figure in the Scottish enlightenment, and one of the most influential philosophers to write in English during the modern period. He is an important figure in the revival of interest in classical scepticism and in the development of modern empiricism. The last few decades have seen a renewed interest in Hume’s insights into causality, induction, the philosophy of religion, moral psychology and more generally the social nature of human cognition. This seminar will read Hume’s Dialogues on Natural Religion and his Treatise of Human Nature, along with the Enquiry. We will consider a range of recent Interpretations of Hume’s work, including recent books by Annette Baier, John Wright and Galen Strawson and a number of essays by other commentators. Prerequisite: A course in modern philosophy, or a course in epistemology. (M/H)
Jay Garfield
Offered Spring 2008

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 2007

362 Seminar: Philosophy of Language
Topic: Ambiguity. What is ambiguity? In what contexts is it treated as an insidious liability of language, a nuisance to be eliminated? In what contexts is it welcomed as part of the abundant richness of language, a resource to be exploited? Which of the many functions of language are served by ambiguity, and how? Which such functions are thwarted by ambiguity, and why? How is ambiguity related to vagueness, to metaphor, to irony? Is there any connection between the ambiguity to be found in language and that occurring elsewhere, for example in symbols, expressions, or gestures? Recommended prior study: at least one course in Philosophy or related fields. (S) 4 credits
Elizabeth V. Spelman
Offered Fall 2007

Cross-Listed Courses
HSC 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. (H/N) 4 credits
Jeff Ramsey
Offered Fall 2007

EGR 390 Topics in Engineering: Science, Technology and Ethics

MTH 217 Mathematical Structures

400 Special Studies
For senior majors, by arrangement with the department.
1 to 4 credits
Offered both semesters each year

408d Special Studies
For senior majors, by arrangement with the department.
8 credits
Full-year course; Offered each year

The Major
Advisers: Members of the department
Adviser for Study Abroad: Jay Garfield

Requirements: Ten semester courses in philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210, 222, 233, 234, 235, 240, 241, 242, 245, 246, 255); Continental Philosophy and Cultural Critique (211-Wittgenstein, 225, 237-Netzsch, 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 (Fall), Elizabeth V. Spelman (Spring)

430d Thesis
8 credits
Yearlong course; Offered each year

431 Thesis
8 credits
Offered each Fall

432d Thesis
12 credits
Yearlong course; Offered each year

Requirements: A minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the department

580 Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.
4 or 8 credits
Offered both semesters each year

580d Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 8 credits
Yearlong course; Offered each year

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

590d Research and Thesis
8 credits
Yearlong course; Offered each year
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Malgorzata Zielinska-Pfabé, Ph.D.
Piotr Decowski, Ph.D.
*2 Nalini Easwar, Ph.D.

Associate Professors
12 Doreen A. Weinberger, Ph.D., Chair
Nathanael A. Fortune, Ph.D.

Assistant Professor
11 Gary Felder, Ph.D.

Lecturer
Janet Van Blerkom, Ph.D.

Laboratory Instructors
Joyce Palmer-Fortune, Ph.D.
Meg Thacher, M.S.

Laboratory Supervisor
Jerzy W. Pfabe, M.Sc.

Students planning to major in physics are advised to elect both 115/117 and 118 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115/117 and 118.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115/117 and 118 for credit.

100 Solar Energy and Sustainability
The United States’ reliance on non-renewable resources to satisfy its exponentially 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 course offers a hands-on exploration of renewable energy technologies, with an emphasis on the underlying physical principles. Students will study and use systems that generate electrical power from the sun, wind, and the flow of water; they will investigate how to store and distribute this energy (both off-grid and on); they will experiment with the use of passive and active solar thermal collector technology to provide domestic hot water and space heating; and the will consider how to make use of these technologies and their understanding of the underlying physics to design, model, and construct a solar-powered building. The course will consist of a mix of experiments, field trips and weekly seminars. Enrollment limited to 16. (E) {N} 4 credits
Nathanael Fortune
Offered Fall 2007

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

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
Not offered 2007–08
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 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
Not offered in 2007–08

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
Joyce Palmer-Fortune
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
Doreen Weinberger
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 2007
Nathanael Fortune, 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 and integral transforms. Prerequisites: MTH 111 and 112 or the equivalent. (N/M) 4 credits
Malgorzata Zielinska-Pfabé
Offered every Fall

211/EGR 202 Mathematical Methods of Physical Sciences and Engineering II
Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211 and 212 or permission of the instructor. (N/M) 4 credits
Malgorzata Zielinska-Pfabé
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
Malgorzata Zielinska-Pfabé
Offered every Fall

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
Malgorzata Zielinska-Pfabé
Offered every Spring

222 Modern Physics I
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
223 Modern Physics II
Piotr Decowski
Offered Spring 2008

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. 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. May be repeated once for credit. (E) (N) 4 credits
Piotr Decowski, Fall 2007
Nathanael Fortune, Spring 2008
Offered Fall 2007, Spring 2008

300 Current Topics in Physics
For this course we will read articles and attend talks on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 222. Restricted to juniors and seniors. (N) 2 credits
Doreen Weinberger
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
Not offered 2007-08

340 Quantum Mechanics
The formal structure of nonrelativistic quantum mechanics, including operator methods. Solutions for a number of potentials in one dimension, and for central potentials in three dimensions, including spin. Prerequisites: 210, 220 and 222. (N) 4 credits
Doreen Weinberger
Offered every Spring

341 Advanced Quantum Mechanics
A continuation of PHY 340. Applications of non-relativistic quantum mechanics to systems of identical particles; perturbation theory analysis. Prerequisite: PHY 340. (N) 2 or 4 credits
Not offered 2007-08

348 Thermal Physics
Statistical mechanics and introduction to thermodynamics. Prerequisites: 210, 220, 222 or permission of the instructor. (N) 4 credits
Nalini Easwar
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
Not offered 2007-08

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. Prerequisites: 210, 214, 222; strongly recommended: 340. \( \text{M} \) 4 credits
Not offered 2007–08

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, Małgorzata Zielinska-Pfabe, Doreen Weinberger

The following courses are required: 115/117, 118, 210, 211, 214, 220, 222, 223, 224, 250 (at least one semester), 300, 340, 348 and one additional 300 level physics course PHY 314, 341, or 360. Some courses in AST, CHM, or EGR may possibly be used to replace the 300-level physics elective, including AST 330, 335, 337; CHM 335, 337, 338; EGR 302, 312, 320, 340, 373, 378. Students are advised to check with members of the department.

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: Małgorzata Zielinska-Pfabe

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

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

Requirements: Same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.
Political Economy

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

Advisers
†2 Martha Ackelsberg, Professor of Government
†2 Richard Fantasia, Professor of Sociology
Karen Pfeifer, Professor of Economics
Thomas Riddell, Associate Professor of Economics
*1 Gregory White, Professor of Government, Director
Andrew Zimbalist, Professor of Economics

404 Special Studies
4 credits
Offered both semesters each year

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective, i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

At the discretion of the adviser, equivalent courses may be substituted.

1. Theory

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
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 224 Environmental Economics
ECO 230 Urban Economics
GOV 204 Urban Politics
GOV 207 Politics of Public Policy
GOV 217 The Politics of Wealth and Poverty in the United States
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.
Professors
**1 Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
**1 Peter A. de Villiers, Ph.D.
Randy O. Frost, Ph.D.
Fletcher A. Blanchard, Ph.D., Chair
Mary Harrington, Ph.D.
Philip K. Peake, Ph.D.

Adjunct Professors
Maureen A. Mahoney, Ph.D.
Marsha Kline Pruett, Ph.D., M.S.L.

Associate Professors
Patricia M. DiBartolo, Ph.D.
**1 Bill E. Peterson, Ph.D.
**2 Lauren E. Duncan, Ph.D.
Maryjane Wraga, Ph.D.
Nnamdi Pole, Ph.D.

Adjunct Associate Professor
Barbara B. Reinhold, Ed.D.

Assistant Professors
Byron L. Zamboanga, Ph.D.
**1 Benita Jackson, Ph.D.

Visiting Assistant Professor
Madeline Rhodes, Ph.D.

Lecturers
Beth Powell, Ph.D.
David Palmer, Ph.D.
Michele T. Wick, Ph.D.
Paul Butler
Christopher Overtree
Michael Stroud
Elizabeth Pufall

Assistant in Statistics
David Palmer, Ph.D.

Research Associates
Robert Teghtsoonian, Ph.D.
Martha Teghtsoonian, Ph.D.
George Robinson, 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
Maryjane Wraga, Director
Byron L. Zamboanga, Michele T. Wick, Madeline Rhodes, Peter de Villiers
Offered Fall 2007

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 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 PSY 190/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
Philip Peake, Fall 2007, Fall 2008
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 2007
Lauren Duncan; Content theme: Gender and Personality
Michael Stroud; Content theme: Cognition

Michael Stroud; Content theme: Cognition
Paul Butler; Content Theme: Clinical and Principles of Learning
Madeline Rhodes; Content Theme: Behavioral Neuroscience
Elizabeth Pufall; Content Theme: Cultural & Ethnic Identity Development

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 2008

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
To be announced
Offered Spring 2008, Spring 2009

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 2007, Fall 2008

218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. (N) 4 credits
Maryjane Wraga
Offered Spring 2009

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
Maryjane Wraga
Offered 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
Madeline Rhodes
Offered Fall 2007

NSC 312 Seminar in Neuroscience

Biological Rhythms
Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230 and a course in statistics and permission of the instructor. Enrollment limited to 12. (N) 4 credits
Mary Harrington
Offered Fall 2007

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 202, 200, 300 or 310. Enrollment limited to 12. (N) 4 credits
Adam Hall
Offered Fall 2008

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 3–7-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 Spring 2009

314 Seminar in Foundations of Behavior

Topic: Cognition in Film. This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques filmmakers use to capitalize on these processes, as well as the general portrayal of cognition by filmmakers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. (N) 4 credits
Maryjane Wraga
Offered Spring 2009

319 Research Seminar in Biological Rhythms

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms will be explored, with particular emphasis on fatigue and cancer. Prerequisites: PSY 190/MTH 190, PSY 192, one of PSY 221 or PSY 225 and permission of the instructor. Enrollment limited to 12. (N) 4 credits
Mary Harrington
Offered Spring 2009

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 2008

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 2007, Fall 2008

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 2008, Spring 2009

224 Learning and Behavior Change: Methods, Theory and Practice
Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in a pigeon and will experiment with instructional technology with humans. Enrollment limited to 16. {N} 4 credits
David Palmer
Offered Fall 2007, Fall 2008

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 behaviors, how the mind influences specific physical health conditions and vice versa; patient-practitioner relations and health promotion. Emphasis will be placed on the ways psychological factors interact with the social, cultural, economic and environmental contexts of health. Prerequisite: 192. {N} 4 credits
Benita Jackson
Offered Spring 2008, Spring 2009

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 2008

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 Spring 2009

326 Seminar in Biopsychology
Topic: Parkinson’s disease. We will discuss the history of Parkinson’s disease, the underlying cellular and molecular changes associated with this disease and the range of symptoms. Both motor, cognitive, and emotional disturbances will be studied. Current treatments and potential future therapies will be covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. Enrollment limited to 12. {N} 4 credits
Mary E. Harrington
Offered 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, socioculture, women and gender studies) as well as current knowledge gaps in this area. Prerequisite: AAS 111, PSY 111 or permission of the instructor. Not offered in 2007–08

C. Culture and Development

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
Elizabeth Pufall
Offered Fall 2007, Spring 2009

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 need 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, Spring 2009

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 2007, Fall 2008

246 Colloquium: Psychology of Asian American Experiences
This course involves an intensive exploration of Asian American personal and cultural identities through psychological and literary analyses. What roles do factors like generation, migration, racism, gender and ethnicity play in the formation of identity? Psychological readings will be paired with literature to examine how insights from psychologists and creative writers contradict, illuminate, and otherwise enliven our understanding of Asian American experiences. Enrollment limited to 18. (S) 4 credits
Bill Peterson
Offered Spring 2009

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
Peter de Villiers and Erica Dinkins
Offered Fall 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 2007, Fall 2008

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, Spring 2009

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
Not offered 2007–08

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, Spring 2008
Randy Frost, Fall 2008, Fall 2009
Offered both semesters

253 Child Clinical Psychology
Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 111 and 252 or 233 or permission of the instructor. (N) 4 credits
Patricia DiBartolo
Offered Spring 2008, Spring 2009

254 Clinical Psychology
An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 111 and 252, or permission of the instructor. (N) 4 credits
Patricia DiBartolo
Offered Fall 2007, Fall 2008

352 Seminar in Advanced Clinical Psychology
Topic: Child and Adolescent Anxiety Disorders. Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we will focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 111 and 252 or 254. Permission of the instructor required. (N) 4 credits
Patricia DiBartolo
Offered Spring 2008, Spring 2009

354 Seminar in Advanced Abnormal Psychology
Topic: The Meaning of Possessions. A seminar on the role of possessions in people’s lives, especially as related to compulsive hoarding, a form of obsessive compulsive disorder. We will study the empirical research, theories of OCD and hoarding behavior, and efforts to develop treatments for this condition. Related constructs such as compulsive buying and acquisition, materialism, kleptomania, and psychopathologies of acquisition will also be addressed. Prerequisites: 252 or 254. Permission of the instructor required. (N) 4 credits
Randy Frost
Offered Spring 2009

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 and permission of the instructor. (N) 4 credits
Patricia DiBartolo
Offered Fall 2007, Fall 2008

E. Social, Personality and Gender

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). Prerequisite: PSY 111 or SWG 150. (S/N) 4 credits
Lauren Duncan
Offered Spring 2008
269 Colloquium: Categorization and Intergroup Behavior
A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We will encounter theories and research concerning the processes of self-and-other categorization, self-identity, stereotyping, prejudice, and strategies from the reduction of intergroup hostility that these approaches inform. [S/N] 4 credits
Fletcher Blanchard
Offered Spring 2008, Spring 2009

270 Social Psychology
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. [N] 4 credits
Fletcher Blanchard
Offered Fall 2007, Fall 2008

271 Psychology of Personality
The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives. [N] 4 credits
Philip Peake
Offered Fall 2007, Fall 2008

275/PHI 275 Topics in Moral Psychology
This course explores alternative approaches to central questions of moral psychology. How do people make moral judgments and decisions? What psychological processes are involved in morally evaluating people, actions, or social practices and institutions, and in morally motivating action? What roles do knowledge or reasoning play? What roles do emotions or feelings, such as compassion, love, guilt, or resentment, play? How does morality develop in individuals? Is moral virtue a product of education? How does morality vary across individuals and cultures? Are there gender differences in moral development? Do non-human animals have moral capacities? Readings will include work by classical and contemporary philosophers, as well as recent work by psychologists, social scientists and biologists. (E) 4 credits
Ernest Alleva
Not offered 2007-08

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. [N] 4 credits
Fletcher Blanchard
Offered Spring 2009

370 Seminar in Social Psychology
Topic: Social Psychology of Leadership. A survey of contemporary theory and research regarding leadership and the exercise of power in social settings with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 266, 270, 271 or 278. [S/N] 4 credits
Fletcher Blanchard
Offered Spring 2008

371 Seminar in Personality
Topic: Well Being. A survey of current psychological research on the factors that contribute to a person’s sense of well-being. What are the components of happiness? What are the biological, personality, and contextual factors that contribute to that happiness? How does a person’s sense of well-being influence health, relationships and other important life outcomes? Prerequisites: 270 or 271. [S/N] 4 credits
Philip Peake
Offered Spring 2008, Spring 2009

374 Psychology of Political Activism
Political psychology is concerned with the psychological processes underlying political phenomena. This seminar focuses on people’s motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We will consider accounts of some large-scale social movements in the U.S. (e.g., Civil Rights Movement, Women’s Movement, White Supremacy Movements.) Prerequisite: 266, 270 or 271 and permission of the instructor. [S/N] 4 credits
Lauren Duncan
Offered Spring 2008
375 Research Seminar on Political Psychology
An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right-wing authoritarianism, group consciousness and political activism. Prerequisites: PSY 192 and PSY 266, 270 or 271 and permission of the instructor. Enrollment limited to 16. *(N)* 4 credits
Lauren Duncan
Offered Fall 2007

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. *(M)* 4 credits
Katherine Halvorsen (Mathematics), Fall 2007
David Palmer, Fall 2008
Offered Fall 2007, Fall 2008

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: Although we discourage the use of the S/U option for courses in the major, students are allowed to take one non-basis course S/U. Basis courses must be taken using the regular grading option.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the department

Requirements: Six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the five tracks A–E. In addition, one of these four courses must be a seminar.

Honors

Director: Patricia DiBartolo
431 Thesis
8 credits
Offered each Fall

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

Requirements: These are the same as for the major; with the following qualifications. The honors student must complete a thesis. Normally this will be a yearlong project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431 for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of ten required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take PSY 190/MTH 290.
Visiting faculty and some lecturers are generally appointed for a limited term.

**Director**
Donald Baumer, Professor of Government

**Lecturer**
Paul Newlin, M.A.

**Advisers**
- "^ Randall Bartlett, Professor of Economics
- John Burk, Professor of Biological Sciences
- H. Allen Curran, Professor of Geology
- Deborah Haas-Wilson, Professor of Economics

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

**GOV 207 Politics of Public Policy**
A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. (S) 4 credits
Donald Baumer
Offered Fall 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. Social, ethical and political issues will be considered including violence, the media’s representation of women, and gender bias in health care. An international perspective on women’s health will also be considered. (N) 4 credits
Leslie Jaffe (Health Services)
Offered Spring 2008

**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 2008

**222 Colloquium: U.S. Environmental History and Policy**
Students will explore the human-environment relationship and its role in shaping U.S. history as well as informing current environmental regulation and policy. There are no prerequisites. There will be a mid-term report on history as well as an end of the semester project in which the students will work in teams to develop and present an environmental policy. There will be some quizzes, but no final exam. Extensive reading and class participation will be required. Enrollment limited to 20 students. (H/S) 4 credits
Paul Newlin
Offered Spring 2008

**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
Mark Aldrich
Offered Spring 2008
SOC 232 World Population
This course will introduce students to environmental, economic, feminist, and nationalist perspectives on population growth and decline. We will examine current populations trends and processes (fertility, mortality and migration) and consider the social, political, economic, and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with Environmental Science and Policy. (S) 4 credits
Leslie King
Offered Spring 2008

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 2008

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
Not offered 2007–08

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
Not offered 2007–08

390 Senior Public Policy Workshop
An assessment of current policy controversies undertaken as group projects. Policy recommendations made by groups should be based on both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. (S) 4 credits
Paul Newlin
Offered Spring 2008

404 Special Studies
By permission of the director.
4 credits
Offered both semesters each year
The Minor

**Director:** Donald Baumer, Professor of Government

**Advisers:** Randall Bartlett (Economics); Donald Baumer (Government); John Burk, (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics)

The minor consists of six courses:
- GOV 207 or PPL 220
- Any two public policy electives
- Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser)
- PPL 390
The following courses engage students in quantitative analysis. These courses do not have prerequisites.

**AST 100 A Survey of the Universe**
Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. (N) 4 credits
Suzan Edwards
Offered Fall 2007

**AST 102 Sky I: Time**
Explore the concept of time, with emphasis on the astronomical roots of clocks and calendars. Observe and measure the cyclical motions of the sun, the moon, and the stars and understand phases of the moon, lunar and solar eclipses, seasons. Designed for non-science majors. Enrollment limited to 25 per section. (N) 3 credits
Suzan Edwards, Meg Thacher
Offered Fall 2007

**AST 103 Sky II: Telescopes**
View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section. (N) 2 credits
James Lowenthal, Meg Thacher
Offered Fall 2007

**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 2007

**CHM 111 Chemistry I: General Chemistry**
An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 60 per lecture section, 16 per lab section. (N) 5 credits
Kate Queeney, Lâla Aka Burk
Offered 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.

Robert Linck, Heather Shafer; Fall 2007
Offered Fall 2007, Fall 2008

CSC 102 How the Internet Works
An introduction to the structure, design, and operation of the Internet, including the electronic and physical structure of networks; packet switching; how e-mail and Web browsers work, domain names, mail and file transfer protocols, encoding and compression, http and HTML, the design of Web pages, and the operation of search engines, beginning JavaScript; the DOM. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 30. The course will meet for half of the semester only. (M) 2 credits
Nicholas Howe
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. (M) 2 credits
Judith Cardell
Offered first half of the semester, Fall 2007

ECO 125 Economic Game Theory
An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. (S) 4 credits
James Miller
Not offered 2007-08

ECO 150 Introductory Microeconomics
How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. (S) 4 credits
Members of the department
Offered both semesters each year

ECO 153 Introductory Macroeconomics
An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. (S) 4 credits
Members of the department
Offered both semesters each year

ECO 190 Introduction to Statistics 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

EGR 100 Engineering for Everyone
EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take EGR 100 for the major; however, Those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. 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 2007
Linda E. Jones, Spring 2008
Offered Fall 2007, Spring 2008

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
Not offered 2007–08

EGR 102/HSC 211 Ancient Inventions
The dramatic pace of technological change in the 20th century obscures the surprising fact that most of the discoveries and inventions on which modern societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology, the production of textiles, in detail. During the third part of the course students will work on group projects in the Science Center machine shop, reconstructing an ancient invention of their choice. (H/N) 4 credits
Not offered 2007–08

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 2007

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 2007–08

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)
Not offered 2007–08

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
Quantitative Courses for Beginning Students

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 Fall 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 2007–08

GOV 190 Empirical Methods in Political Science
The fundamental problems in summarizing, interpreting, and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. (S/M) 4 credits
Howard Gold
Offered Fall 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 2007

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 2007, Spring 2008

MTH 102 Elementary Functions
Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. (M) 4 credits
Mary Murphy
Offered each Fall

MTH 105 Discovering Mathematics
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
To be announced
Offered Spring 2008, Spring 2009

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 each Fall

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. (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 2007–08

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 2007–08

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
Not offered 2007–08

PHY 108 Optics is Light Work
This course for non-science majors reveals the intriguing nature of light in its myriad interactions with matter. From Newton’s corpuscular theory, through the triumph of wave optics, to the revolutionary insights of quantum theory, our understanding of the nature of light has come full circle. Yet questions still remain. In this class each student will explore in depth an optical phenomenon of her own choosing. Enrollment limited to 16. Offered in alternate years. (N) 4 Credits
Doreen Weinberger
Not offered 2007–08

PSY 190/MTH 140 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
Quantitative Courses for Beginning Students

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

Professors

**1 Carol G. Zaleski, Ph.D.
Peter N. Gregory, Ph.D., Chair; Spring Semester
**2 Jamie Hubbard, Ph.D. (Professor of Religion and Yehan Numata Professor of Buddhist Studies)
**1 Lois C. Dubin, Ph.D., Chair; Fall Semester

Associate Professors

†1 Vera Shevzov, M.Div., Ph.D.
Joel S. Kaminsky, Ph.D.

Assistant Professors

Andy Rotman, Ph.D.
†1 Suleiman Ali Mourad, Ph.D.

Lecturers

Elizabeth E. Carr, Ph.D.
Maurice Pomerantz

Research Associates

Benjamin Braude, Ph.D.
Philip Zaleski, B.A
Edward Feld, M.H.L
Harvey Hill, Ph.D.

100-level courses are open to all students. They are either broad-based introductory courses that address multiple traditions or colloquia that 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.

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. For more information on language study, see section under “Language Courses.”

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. Religious expression and experience from several different cultures will be explored through texts, rituals and visual materials. Attention to both classic formulations and modern adaptations. (H)
4 credits
Lois Dubin, Carol Zaleski
Offered Fall 2007

108/PHI 108 The Meaning of Life
This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious ideas can be directly relevant to our own lives. (H/L) 4 credits
Andy Rotman (Religion), Nalini Bhushan (Philosophy)
Offered Fall 2007

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
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 2008

Politics of Enlightenment
Doctrinal and thematic survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on issues such as women in Buddhism, Tibetan Buddhism in exile, the monks’ war in Vietnam and Western Buddhism. {H}
Jamie Hubbard
Offered Spring 2008

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 particular religious phenomena. {H/S} 4 credits
Joel Kaminsky, Peter Gregory
Offered Spring 2008

205 Philosophy of Religion
Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James and others. {H} 4 credits
Carol Zeleski
Offered Fall 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.

210 Introduction to the Bible I
The Hebrew Scriptures (“Tanakh/Old Testament”). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H/L} 4 credits
Joel Kaminsky
Offered Fall 2007

213 Prophecy in Ancient Israel
A survey of the institution of prophecy and the individuals who functioned as prophets in the Hebrew Bible. Emphasis on the following issues: What types of people became prophets? What did prophets speak about? What role did prophets play in society? Did prophets deliver different or even conflicting messages? Can one tell a true from a false prophet? {H/L} 4 credits
Joel Kaminsky
Offered Spring 2008

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
To be announced
Offered Spring 2008
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) 4 credits

To be announced

Offered Spring 2008

REL 225/ JUD 225 Jewish Civilization: Text and Tradition

A grand sweep of core narratives and beliefs that have animated Jews and Judaism from antiquity to the present. Readings from the classical library of Jewish culture (such as Bible, Talmud, midrash, Passover Haggadah, mystical and philosophical works, Hasidic tales) and from modern Jewish literature, thought and popular culture. Focuses on dynamics of religious, cultural, and national reinvention at specific moments and places in Jewish history. How do more recent expressions of Jewishness seek inspiration and authority from their engagement with text and tradition? (L/H) 4 credits

Justin Cammy

Offered Spring 2008, Spring 2009

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 globalization. Particular attention to liberation theologies. Occasional films. (H) 4 credits

Vera Shevzov

Offered Spring 2008

236 Eastern Christianity

An introduction to the history, theology, and spirituality of Eastern Orthodoxy, with a special emphasis on the Byzantine, Syriac and Russian traditions. Points of tension with Catholicism and Protestantism; rise of national churches; icons and rituals; desert fathers and mothers and the development of the culture of the spiritual elder. Readings from ancient and contemporary theological, mystical, liturgical and polemical texts. Occasional films and slides. (H) 4 credits

Vera Shevzov

Offered Spring 2008

Islamic Traditions

245 The Islamic Tradition

The Islamic religious tradition from its beginnings in 7th century Arabia through the present day, with particular emphasis on the formative period (A.D. 600-1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. (H) 4 credits

Maurice Pomerantz

Offered Fall 2007

251 Religion and Politics in Islam

The relationship between authority and power in the Islamic world from the 7th century to the present day. How has religious authority been used to legitimize and (in some cases) delegitimize political power? What is the historical context of today’s Muslim activism? Does the tradition of Muslim political thought lend itself more easily to active struggle against injustice or quiet acceptance? In what ways does the classical tradition resonate with contemporary Muslim thinkers? Attention both to theoretical writings and to particular cases (e.g., the Islamic revolution in Iran; Muslim activism in modern Egypt). (H) 4 credits

Maurice Pomerantz

Offered Fall 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

Peter N. Gregory

Offered Fall 2007
Religion

263 Zen
Beginning with a survey of some of the fundamental ideas and institutions developed in China and Japan, the course will focus on the transmission and transformation of Zen in America. It will take a broad historical approach, looking at the forces that shaped the way in which Zen was presented to "the West," and exploring the ways in which westerners appropriated, adapted, and continue to engage the tradition. (H) 4 credits
Peter N. Gregory
Offered Fall 2007

270 Japanese Buddhism: Ancient Japan Through the 19th Century
The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). (H) 4 credits
Jamie Hubbard
Offered Fall 2007

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
Andy Rotman
Offered Fall 2007

276 Religious History of India: Medieval and Modern Periods
An introduction to the ideas and practices of South Asian Hindus, Buddhists, Jains, Muslims, Sikhs, Parsis and Jews, with emphasis on how these religious identities are constructed and contested. Materials to be considered will include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, newspaper clippings, personal memoirs, as well as ethnographic and popular films. (H) 4 credits
Andy Rotman
Offered Spring 2008

277 South Asian Masculinities
This course considers the role of religion in the construction of male identities in South Asia, and how these identities function in the South Asian public sphere. Topics to be considered will include: the post-colonial feminization of Parsi elites; Krishna devotion and transgender performance; the cinematic phenomenon of the "angry young man"; hijras and the construction of gender; wrestling and the cultivation of masculinity; masculine ideals in matrimonial advertisements; and the Lord Ram and the rise of militant Hindu nationalism. (E) (S) 4 credits
Andy Rotman
Offered Spring 2008

300-Level Courses
Prerequisites as specified.

310 Seminar: Hebrew Bible
Topic: Sibling Rivalries: Israel and The Other. Advanced readings, critical discussion and directed research into specific biblical books or larger themes within the Hebrew Bible. Prerequisite: REL 210, 215, any other college-level Bible course, or permission of the instructor. (H/L) 4 credits
Joel Kaminsky
Offered Fall 2007

360 Seminar: Problems in Buddhist Thought
Topic: The Flowering of Chinese Buddhism. The major traditions of thought and practice that came to characterize Chinese Buddhism developed during the 8th through 12th centuries: Chan (Zen), Huayen, Tiantai and Pure Land. The seminar will explore how the doctrinal innovations in Huayen and Tiantai were related to unique forms of practice that emerged in Chan and Pure Land. (H/L) 4 credits
Peter N. Gregory
Offered Spring 2008

400 Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits
Offered both semesters each year
408d Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits
Full-year course; Offered each year

Language Courses

Students who take an introductory course in an ancient or modern language and who complete an advanced course in religious texts of that language (e.g. REL 295, 296, 297 and Special Studies) will receive up to two course credits toward the religion major for the introductory course in addition to the credit received for the advanced course (counted in the courses 7–10). Students interested in pursuing courses at an advanced level in a particular language should contact the appropriate department member or their adviser directly. Students may receive up to one course credit toward the major for the study of a language related to their area of concentration, with that course counted as an elective outside the department (courses 11–12).

ARA 100y Elementary Arabic
This yearlong course introduces the basics of Modern Standard Arabic, concentrating on speaking, listening, reading and writing. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year. Enrollment limited to 18 students. [F] 4 or 8 credits
Offered Fall 2007, Spring 2008

ARA 298 Intermediate Arabic I
Students in this course will continue perfecting their knowledge of Arabic, focusing on the skills of 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]
Offered Fall 2007

ARA 299 Intermediate Arabic II
Continued conversation at a more advanced level. Further development of reading and practical writing skills. Prerequisite: ARA 298 or the equivalent, or permission of the instructor. [F]
Offered Spring 2008

The Major

Advisers: Lois Dubin, Peter N. Gregory, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Adviser for Study Abroad: Joel Kaminsky

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).

Seminar (Course 6)
A student will take a seminar in the religion department.

Depth (Courses 7–8 or 7–9)
A student will take three related courses, defined by religious tradition, geographical area, discipline, or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of reli-
igion, 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 then submit it to the departmental curriculum committee. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)
A student will take three or four additional religion courses to complete the 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.

Students should check current offerings by other programs and departments. Examples include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ARH 101</td>
<td>Buddhist Art</td>
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<td>ARH 220</td>
<td>Relics and Reliquaries</td>
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<td>CLS 227</td>
<td>Classical Mythology</td>
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<td>HST 224</td>
<td>Early Medieval World 300–1050</td>
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<tr>
<td>GOV 224</td>
<td>Islam and Politics in the Middle East</td>
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<tr>
<td>JUD 284</td>
<td>The Jews of Eastern Europe</td>
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<td>MUS 220</td>
<td>Topics in World Music—Popular Music in the Islamic World</td>
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<td>PHI 124</td>
<td>History of Ancient and Medieval Philosophy</td>
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<td>PHI 126</td>
<td>History of Medieval Philosophy</td>
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<tr>
<td>PHI 252</td>
<td>Buddhist Philosophy</td>
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<tr>
<td>Language course related to concentration</td>
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The Minor

Advisers : Same as for the major

New Requirements for Minors

Five semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Breadth (Courses 1–3)
A student will normally take three 200-level courses, choosing one each from three of the following 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 may be counted toward the major, upon consultation with the adviser.
Examples include:
ARH 101 Buddhist Art
ARH 220 Relics and Reliquaries
CLS 227 Classical Mythology
HST 224 Early Medieval World 300–1050
GOV 224 Islam and Politics in the Middle East
MUS 220 Topics in World Music—Popular Music in the Islamic World
PHI 124 History of Ancient and Medieval Philosophy
PHI 126 History of Medieval Philosophy
PHI 252 Buddhist Philosophy
Language course related to area of concentration

Old Requirements for Minors
1. Five 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.
Alexander Woronzoff-Dashkoff, Ph.D., Chair

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 2007

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 2008

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, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. (L) 4 credits
Alexander Woronzoff-Dashkoff
Offered Spring 2008

127 Readings in 20th-Century Russian Literature
Topic: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. (L) 4 credits
Alexander Woronzoff-Dashkoff
Offered Spring 2008
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
Not offered 2008-09

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
Not offered in 2007-08

239 Major Russian Writers
Topic: Women's Memoirs and Autobiographical Writings in Russia. A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th century. The course will focus on issues on gender, class, race and disguise, among others. Authors to include Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Evgenia Ginzburg and Yelena Khanga. (E) (L) 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 2007

340 Seminar in Russian Tzuzzught
Topic: A Double Vision: Heroine/Victim. We shall examine how the iconic status of woman as moral redeemer and social path breaker is shadowed by a darker view of female self and sexuality in some representative works by male authors of the Russian nineteenth century. The primary texts are Pushkin's Eugene Onegin, Turgenev's On The Eve, Chernyshevsky's What Is To Be Done?, Dostoevsky's A Gentle Spirit and Tolstoy's The Kreutzer Sonata. These novelistic narratives will be supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. (F/L) 4 credits
Maria Banerjee
Offered Spring 2008

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 Princesse de Clèves; Goethe's Faust; Tolstoy's Wâr and Peace. Prerequisite: CLT 202/ENG 202. (L) WI 4 credits
Maria Banerjee, Elizabeth Harries
Offered Spring 2008

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 2007

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, CLT 203

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, CLT 203 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.
Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester), except in biology, which has a three semester core series (BIO 150–155). 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.

- AST 100 A Survey of the Universe
- AST 102 Sky I: Time
- AST 103 Sky II: Telescopes
- AST 111 Introduction to Astronomy
- AST 113 Telescopes and Techniques
- AST 215 History of Astronomy
- BIO 101 Modern Biology for the Concerned Citizen
- BIO 103 Economic Botany: Plants and Human Affairs
- BIO 110 Introductory Colloquia: Life Sciences for the 21st Century
- BIO 120 Horticulture: Landscape Plants and Issues
- BIO 121 Horticulture: Landscape Plants and Issues Laboratory
- BIO 122 Horticulture
- BIO 123 Horticulture Laboratory
- BIO 150 Cells, Physiology and Development
- BIO 151 Cells, Physiology and Development Laboratory
- BIO 152 Genetics, Genomics and Evolution
- BIO 153 Genetics, Genomics and Evolution Laboratory
- BIO 154 Biodiversity, Ecology and Conservation
- BIO 155 Biodiversity, Ecology and Conservation Laboratory
- CHM 100 Perspectives in Chemistry
- CHM 108 Environmental Chemistry
- CHM 111 Chemistry I: General Chemistry
- CSC 102 How the Internet Works
- CSC 103 How Computers Work
- CSC 104 Issues in Artificial Intelligence
- CSC 105 Interactive Web Documents
- CSC 111 Computer Science I
- CSC 112 Computer Science II
- GEO 105 Natural Disasters
- GEO 106 Extraordinary Events in the History of Earth, Life and Climate
- GEO 108 Oceanography: An Introduction to the Marine Environment
- GEO 109 The Environment
- GEO 111 Introduction to Earth Processes and History
- GEO 112 History of Earth Processes and History
- IDP 208 Women’s Medical Issues
- MTH 102 Elementary Functions
- MTH 105 Discovering Mathematics (Spring)
- MTH 107 Statistical Thinking
- MTH 111 Calculus I
- MTH 190 Statistical Methods for Undergraduate Research
- PHY 105 Principles of Physics: Seven Ideas that Shook the Universe
- PHY 106 The Cosmic Onion: From Quantum World to the Universe
- PHY 107 Musical Sound
- PHY 108 Optics is Light Work
- PHY 115 General Physics
- PHY 117 Advanced General Physics I
- PHY 118 General Physics II
- PSY 111 Introduction to Psychology
Sociology

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

Professor
Richard Fantasia, Ph.D.
Nancy Whittier, Ph.D., Chair

Associate Professors
Patricia Y. Miller, Ph.D.
Marc Steinberg, Ph.D.
Ginetta Candelario, Ph.D. (Sociology and Latin American Studies)
Leslie King, Ph.D.

Assistant Professor
Eeva Sointu, Ph.D.

Lecturers
Jonathan Wynn, Ph.D.

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, Eeva Sointu, Jonathan Wynn, Nancy Whittier, Jonathan Wynn, Spring 2008
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. \( (M) \) 5 credits
Leslie King
Offered Fall 2007, Fall 2008

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, Spring 2008
To be announced, Spring 2009
Offered Spring 2008, Spring 2009

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 2008, Spring 2009

210 Deviant Behavior
An exploration of theories of deviance, research studies, and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and homophobia and rebellion. \( (S) \) 4 credits
Patricia Miller
Offered Fall 2007
212 Class and Society
An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxist and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in the class order. (S) 4 credits
To be announced
Offered Fall 2007

213 Ethnic Minorities in America
The sociology of a multicultural and ethnically diverse society. Comparative examinations of several American groups and subcultures. (S) 4 credits
Ginetta Candelario
Offered Spring 2008, Spring 2009

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, Fall 2008

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 2009

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
Jonathan Wynn
Offered Spring 2008

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
Eeva Sointu
Offered Fall 2007, Fall 2008

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 Spring 2008

222 Blackness in America
This course will comparatively examine the African experience in both Central and South American and Caribbean contexts, historically and contemporarily. A relative consideration of the impact of these various hemispheric race ideologies will be undertaken. Enrollment limited to 20. Prerequisites: SOC 101 required; LAS 100 or AAS 117 helpful. (S) 4 credits
Ginetta Candelario
Offered Fall 2008

226 Sociology of Education
This course will examine the social processes of education in the United States. Students will examine the multiple and contested meanings and purposes of
state-sponsored public school education including education as a means to create a democratic society; education as a tool for cultural domination; education as a liberatory process; education as a means of socialization; and education as a means of social reproduction. Students will study the dynamics of inequality in U.S. schools as well as the meaning and impact of key educational policies and reforms. Prerequisite: SOC 101. (E) [S] 4 credits
To be announced
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 2008, Spring 2009

232 World Population
This course will introduce students to environmental, economic, feminist, and nationalist perspectives on population growth and decline. We will examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic, and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with Environmental Science and Policy. (S) 4 credits
Leslie King
Offered Spring 2008

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. (Note: in 2007-08 offered as 332 Seminar: Environment and Society) (S) 4 credits
Leslie King
Offered Fall 2008

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
Jonathan Wynn, Fall 2007
Marc Steinberg, Fall 2008
Offered Fall 2007, Fall 2008

260 Issues in Social Welfare
This course explores multiple meanings of the phrase “social welfare.” We compare U.S. and international social welfare policies and look at media coverage of social welfare issues. A primary intention of the course is to bring to light the unspoken assumptions that inform social welfare programs and to get an intimate feel for what it means to be a social welfare practitioner. Another primary intention is to learn, from site visits and guest presenters, about a range of social welfare interventions around the Pioneer Valley. Students in the course will collaborate to create a resource guide for the Pioneer Valley. Prerequisite: SOC 101. Enrollment limited to 40. (E) (S) 4 credits
Karen Werner
Offered Spring 2008

270 Media Technology and Sociology
Save for the brief Y2K scare, we rarely think critically about technology, how it shapes and informs our lives. Furthermore, as students of the social world, sociologists are a little behind the times in thinking about how technology affects data collection, analysis, and re-presentation. For this course we will first develop a critical perspective on media and technology, but will then take a unique next step: throughout the semester there will be workshops on Podcasting, PowerPoint, Wikis, Video and Photography to put those lessons into practice. SOC 101 is required. Three short papers and a final project are assigned. Enrollment limited to 30. (E) (S) 4 credits
Jonathan Wynn
Offered Spring 2008

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-functionalisim, 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. 4 credits
Marc Steinberg
Offered Spring 2009

315 Practicum in Community Based Research
This community-based learning course will train students in identifying and researching social problems in Holyoke, MA, and collaborating as a research team. Weekly work with a community-based organization, utilization of quantitative and/or qualitative sociological methods, and a consideration of both primary and secondary sources on the community will be expected. Prerequisites: SOC 101, 201, 202 or 203. Enrollment limited to 14. (E) 4 credits
Ginetta Candelario
Offered Spring 2008

SOC 316 Special Topics in Collective Action and Social Movements

Sec. 1: Workers’ Movements
This seminar will examine, from a sociological perspective, the roots and development of worker's movements of various forms and in a range of social and geographical settings, primarily in the Modern era. In addition to studying the relevant theoretical literature on workers and social movements, the course will consider the experience of early mutual aid societies, peasant movements, trade unions, and broad-based labor federations in various historical periods and in various societies. The seminar will examine the repertoires of collective action that workers’ movements employ, both those that are relatively passive (rumor, gossip, ostracism, slowdowns) and those that are more active (including strikes, official and unofficial, sit-down strikes, land occupations). The course will consider the social, legal, and political dynamics by which worker's movements are granted official institutional recognition; the effects of official sanction on the trajectory of labor movements; as well as a consideration of unofficial workers' groups and movements (dissident factions within unions, informal work groups, movements of radicalism and syndicalism). The seminar will offer a particular focus on the dynamics of the contemporary U.S. labor movement, including the process and problems of labor organizing, the forms of mobilization by employers to counter it, and the prospects for its revival as a social movement. Enrollment limited to 12. 4 credits
Rick Fantasia
Offered Fall 2007

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. 4 credits
Nancy Whittier
Offered Fall 2007, Fall 2008

328 Sociology of Wellbeing
This seminar explores the rise of wellbeing across varying contexts in contemporary societies. Particular attention is given to therapeutic practices, from alternative medicines to psychotherapy and self-help. The lectures highlight the emergence of different discourses of wellbeing historically and relate the appearance of today's cultures of wellbeing— and of variegated embodied wellbeing practices— to questions of self, subjectivity, gender and belonging. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. (Note: previously offered as SOC 238). 4 credits
To be announced
Offered Spring 2008

332 Seminar in Environmental Sociology
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 2008

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.

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Leslie King

Basis: same as for the major.

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

431 Thesis
8 credits
Offered each Fall

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

Requirements: 10 semester courses beyond the introductory course (SOC 101):
1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580 Special Studies
Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology.
4 credits
Offered both semesters each year

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

590d Research and Thesis
4 or 8 credits
Full-year course; Offered each year
Visiting faculty and some lecturers are generally appointed for a limited term.

Professors

*1 Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Study of Women and Gender)

Associate Professors

*2 Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies), Chair, spring semester
Maria Estela Harretche, Ph.D., Chair, fall semester
*1 Reyes Lázaro, Ph.D.
Michelle Joffroy, Ph.D.

Assistant Professors

Marguerite Itamar Harrison, Ph.D.
†2 María Helena Rueda, Ph.D.
†2 Ibtissam Bouachrine, Ph.D.

Senior Lecturers

Nicomedes Suárez Araúz, Ph.D.
**2 J Patricia González, Ph.D.

Lecturers

Silvia Berger, Ph.D.
Phoebe Ann Porter, Ph.D.
Hugo Vera, Ph.D.
Molly Falsetti-Yu, MA
Molly Monet-Viera, Ph.D.
Alexandra Montague, Ph.D.

Teaching Assistants

Juan Pablo Jiménez, MA
Esther Cuesta, MA
Yamile Silva, Ab.D.

The department has two abbreviations for the language and culture of three broad areas of study: POR (Portuguese-speaking world) and SPN (Spain and Spanish America).

All courses are taught in Spanish or Portuguese unless otherwise indicated. Students with prior Spanish language experience must take the placement test.

Approved courses on Latina/o literature, CLT, LAS, WST are cross-listed after POR and SPN.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. In recent years, some 40-50 students have benefited from this experience, profiting from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The Department has official affiliations with PRESHCO, for Study Abroad in Córdoba, Spain; with the Program for Mexican Culture and Society for Study Abroad in Puebla, Mexico; and with Brown in Brazil for Study Abroad in Rio de Janeiro. Many other programs in Latin America and Spain are also approved for study abroad.

Those intending to spend a Junior Year or semester abroad in a Spanish or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or 260 or 261, or permission of the instructor. A student may repeat a course when the topic is different.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the pass/fail option is not granted for language classes.

Portuguese and Brazilian Studies

Credit is not granted for the first semester only of a yearlong language course.

POR 100y Elementary Portuguese
A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of
Spanish and Portuguese reading and writing skills. Second semester will also include the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world from Brazil, Portugal, Angola, Mozambique, Cape Verde. (F) 8 credits
Marguerite Itamar Harrison (2007-08)
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 audiovisual materials and short texts. Prerequisite: Spanish placement test or SPN 220 or its equivalent. (F) 4 credits
Alexandra Montague
Offered Fall 2007, Spring 2008

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: POR 125 or POR 200 or permission of the instructor. (F) 4 credits
Alexandra Montague
Offered Spring 2008

POR 220 Topics in Portuguese and Brazilian Literature and Culture
Topic: Brazilian Poetry and Performance Art. This intermediate language course will develop facility in oral expression, reading and writing, through the media of poetry, music, plays and performance art. Prerequisite: POR 100y or its equivalent. (L/F) 4 credits
Alexandra Montague
Offered Fall 2007

POR 221 Topics in Portuguese and Brazilian Literature and Culture
Topic: Cultural Crosscurrents in Today’s Portuguese-Speaking World. This course will examine a range of interlocking cultural, sociopolitical, and/or environmental factors that galvanize attention in Portuguese-speaking countries. Themes might include, among others, post-colonial debates in Lusophone Africa, street children in urban Brazil, or heritage language communities in Massachusetts. Materials will draw from literary and journalistic texts, as well as art, music and film. Conducted in Portuguese. (L/F/A) 4 credits
Marguerite Itamar Harrison
Offered Spring 2008

POR 280 Portuguese and Brazilian Voices in Translation
Topic: Beyond the Third Bank of the River: The Brazilian Short Story. The short story is one of the most popular genres in Brazilian literature and the form through which Brazil’s greatest writers have achieved international recognition. It is also a space in which authors have negotiated the complex issues of race, gender, and class in Brazilian society, and their relationship to ideas about national identity and “Brazilianess.” This course will introduce masters of the Brazilian short story and examine the diverse themes, narrative structures, and socio-cultural criticisms manifest in texts penned during the last 150 years. Authors may include Machado de Assis, João Guimarães Rosa, Clarice Lispector, Dalton Trevisan and Lygia Fagundes Telles, among others. Course conducted in English. (L) 4 credits
Alexandra Montague
Offered Spring 2008

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, Cecília 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
Spanish and Portuguese literatures. An interest in creative writing desirable. Discussion in English. \(\text{L/F}\) 4 credits

Charles Cutler
Offered Spring 2008

POR 381 Seminar in Portuguese and Brazilian Studies

Topic: Multiple Lenses of Marginality: New Brazilian Filmmaking by Women. This course will examine the pioneering legacy of key figures in the Brazilian cinema of the 1980s and 1990s, such as Susana Amaral, Helena Solberg, Ana Carolina and Tizuka Yamasaki. These directors’ early works addressed issues of gender and social class biases by subtly shifting the focus of their films to marginalized or peripheral subjects. Works by contemporary filmmakers, such as Carla Camurati, Lúcia Murat, Tata Amaral and Lais Bodanzky, will also be discussed, particularly the ways in which they incorporate polemical topics in the realm of politics, social consciousness and/or gender issues. Course conducted in Portuguese. \(\text{A/F}\) 4 credits

Marguerite Itamar Harrison
Offered Fall 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 granted for the first semester only of a yearlong language course.

SPN 112y Accelerated Elementary Spanish
An accelerated introduction to Spanish aimed at basic proficiency, emphasizing all modes of communication. The course also serves as an introduction to Hispanic culture. 5 contact hours. Priority will be given to first- and second-year students. \(\text{F}\) 12 credits

Director: Hugo Vera
Molly Monet-Viera, Hugo Vera, Fall 2007
Molly Monet-Viera, Hugo Vera, Spring 2008
Full-year course; Offered each year

SPN 120 Low Intermediate Spanish (Intensive)
This course aims to prepare students to communicate comfortably in Spanish about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information, and understanding (spoken, written) texts in the target language, and that allow them to learn about the structure of the language (its grammar). Five contact hours. Students completing this course can go to SPN 220, if they receive an A- or higher. \(\text{F}\) 6 credits

Director: Molly Falsetti-Yu
Molly Falsetti-Yu, Hugo Vera
Offered Fall 2007

SPN 125 Spanish for Heritage Speakers
This course is designed for students of Hispanic heritage who have been exposed to spoken Spanish in an informal context and who consider themselves heritage speakers, but who have not studied Spanish formally. The structure of the course is divided into three basic components: culture, grammar and composition. Through these components students will broaden their knowledge of the cultural regions which compose the Hispanic world, will formalize their understanding of Spanish language grammar, and will develop their linguistic abilities in four skill areas: comprehension, conversation, reading and writing. There will be a specific emphasis on the study, discussion and presentation of themes relevant to the Hispanic world as seen through a series of cultural materials. \(\text{F}\) 4 credits

Michelle Joffroy
Offered Fall 2007

SPN 200 Intermediate Spanish
The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural, and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the 'realities' of Spanish-speaking countries. Prerequisite: SPN 112y, 120 or the equivalent. \(\text{F}\) 4 credits

Director: Phoebe Porter (Fall 2007); Ibtissam Bouachrine (Spring 2008)
Phoebe Porter, Molly Falsetti-Yu, Hugo Vera
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, Phoebe Porter, Fall 2007
Molly Falsetti-Yu, Maria Helena Rueda, Michelle Joffroy, Nancy Saporta Sternbach, Spring 2008
Offered both semesters each year

**SPN 230 Topics in Latin American and Peninsular Literature**

**Topic: Tales and Images of Travel from Latin America**
This class will investigate questions of contact between peoples and cultures, in Latin American texts and films that tell stories of travel. We will analyze how the concept of the journey as exploration and learning appears in Latin American culture, configuring identities and negotiating conflicts raised by the transit of people, objects and ideas in the region. Assignments will include texts written since the late 19th century, and films from several countries, representing travels in different historical periods. Some theoretical writings on the cultural meanings of travel will also be included. Prerequisite: SPN 220 or above. Enrollment limited to 19. {L/F} 4 credits
Maria Helena Rueda
Offered Fall 2007

**SPN 241 Culturas de España**
This course surveys the history and cultures of Spain through its visual arts. We will examine specific works, most of which are owned by the Smith College Museum of Art, in order to discuss the role of visual arts in religion, politics, and the construction of a national identity. Major styles and artists covered are medieval miniatures and manuscripts, Andalusian architecture and textiles, El Greco, Velázquez, Goya, Sorolla, Barcelona Modernism (Gaudi), Picasso, Dalí and Miró. We will also examine paintings and photographs of Spain by non-Spanish artists such as Juan (Jean) Laurent and Douglas Keats. Highly recommended for students considering JYA in Spain. A satisfactory command of Spanish is required (SPN 220 or above, or the permission of the instructor). Enrollment limited to 19 students. {A/F} 4 credits
Ibtissam Bouachrine
Offered Spring 2008

**SPN 244 Advanced Composition**
The course is intended to provide the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority given to majors, minors and second-year students planning on a JYA. {F} 4 credits
Silvia Berger
Offered both semesters each year

**SPN 245 Topics in Latin American and Peninsular Studies**

**Topic: From Euphoria to Disenchantment: The Return to Democracy on Stage**
A study of two societies (Spain and Argentina) at a critical moment in their histories. We will examine at least two different responses to their respective returns to democracy through plays depicting the traumatic past of dictatorship and the renewed challenges of daily life. Through reading texts that vary from tragedy to farce by Gambaro, Pavlovsky, Goldenberg, de Santos, Cabal, Pedrero and Desola, among others, we will discuss repression, state-terrorism, delinquency, and the reciprocal roles of victim and oppressor. The class will include training in methodologies of acting, and, to end the course, some of the texts will be staged in Spanish. Prerequisites: SPN 220 or above. No previous acting experience required. Enrollment limited to 19. {L/F} 4 credits
Maria Estela Harretche
Offered Spring 2008

**SPN 244 Advanced Composition**
The course is intended to provide the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority given to majors, minors and second-year students planning on a JYA. {F} 4 credits
Silvia Berger
Offered both semesters each year

**SPN 245 Topics in Latin American and Peninsular Studies**

**Topic: Latin American Film as Visual Narrative. A discussion of films from various countries (Chile, Argentina, Cuba, Brazil, Mexico) in terms of visual narrative, images, historical contexts and symbolic meaning. Different genres will be analyzed, such as**
documents, comedies, Carnival and road movies and auteur films. The goals of the course are to enhance cultural knowledge through the popular media of film and to improve students' linguistic skills. Films are subtitled; readings are (mostly) in Spanish. Prerequisite: SPN 220 or above. Enrollment limited to 19.  
**F/L/A** 4 credits  
Marina Kaplan  
Offered Fall 2007

**SPN 246 Topics in Latin American Literature**  
**L/F** 4 credits  
Reinterpreting Magical Realism in Literature and Film  
Magical realism has been studied as a way of representing reality that is particularly suited to Latin American needs for expression. This class will explore the rationale behind this conception, in terms of how the representative strategies of magical realism approach the conflictive histories of Latin America. Students will analyze the implications of this approach in films and literary works that use this type of discourse. Prerequisite: SPN 220 or above.  
**F/L** 4 credits  
Maria Helena Rueda  
Offered Fall 2007

**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 2008

**Negotiating the Borderlands: Text, Film, Music**  
This course will explore a variety of representations of the U.S.-Mexico border as constructed by writers, filmmakers, and musicians from the borderlands. Of particular interest will be the ways in which representations of this specific region have changed historically, politically and culturally as the border has become more and more a factor in both U.S. and Mexican cultural discourses. We will examine such questions as: What is the border? Where does it begin/end? How does language affect representation? How have different mediums been employed to express the variety of experiences contained in the borderlands? Who represents the border and how? Course materials primarily in Spanish. Prerequisite: SPN 220 or above. Enrollment limited to 19.  
**L/F** 4 credits  
Michelle Joffroy  
Offered Spring 2008

**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 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 2007

**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, paintings, popular music and films. Enrollment limited to 19.  
**L/F** 4 credits  
María Estela Harretche  
Offered Spring 2008

**SPN 260 Survey of Latin American Literature I**  
An historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Enrollment limited to 19.  
**L/F** 4 credits  
Marina Kaplan  
Offered Fall 2007

**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 adapta-
Spanish and Portuguese

SPN 332 The Middle Ages Today
Topic: Queer Iberia. This course examines the medieval and early-modern Iberian understanding and expressions of sexuality within the context of modern critical theory. Special attention will be given to the complex and ambiguous representations of same-sex desire, and the manner in which such representations are shaped by the discourses about nation, disease and race (limpieza de sangre). Texts include Ibn Hazm’s Tawq al-hamama, Juan Ruiz’s Libro de buen amor, selections from Al-Himyari’s al-Rawad al mi’tar, Fernando de Rojas’s La Celestina, Francesc Eiximenis’s Lo Llibre de led dones, as well as poems by Yehuda Halevi, Wallada, al-Mu’tamid and Abraham Ibn Ezra. All readings in Spanish translation. Taught in Spanish. Enrollment limited to 12. {L/F} 4 credits
Marina Kaplan
Offered Spring 2008

SPN 366 20th-Century Spanish Literature and Culture
Topic: Rewriting the Spanish Civil War: A Journey to Exile. The search for identity has always been part of the human condition. Wars have been too. In this course, we will follow the itinerary of 20th-century women and men during the Spanish Civil War, both in Spain itself and in foreign exile. We will explore this path through the poetic word, an X-ray of the sensible, or, perhaps better, a tool to express the ineffable; and we will see changes that took place in the philosophic, political, and artistic worlds of the exiled poets. These writers, who collectively may be viewed as a “dislocated society,” a society in crisis, will expose us to a different “architecture of reality,” one of new horizons, languages, landscapes and rhythms. Experiencing it, we ourselves will participate, through autobiographies, correspondence, diaries, and films, in their exiled perplexity. The contrasts will lead us also to compare early 20th-century Madrid to Spain’s other cities and locales and to ask as well how “European” was Spain at this time. How did it picture Latin America? Did the Transatlantic cultural link go beyond a common language? Works by Rafael Alberti, Luis Cernuda, Concha Méndez, Rosa Chacel and María Zambrano, among others. {F/L} 4 credits
Ibtissam Bouachrine
Offered Spring 2008

SPN 370 Literary Genres in Latin America
Topic: Violence and Ethics in Latin American Narratives. Latin American narratives, whether fictional or testimonial, often deal with violence as a social reality that demands attention from authors and readers alike. In this course we will read literary texts and witness accounts from the region, to understand the implications of this appeal, where aesthetics, politics and ethics intertwine, in the act of telling a story of violence. Our readings will span from the early 20th century to the present, helping us understand the role of violence in various modernization processes. Some theoretical readings on the links between violence, narratives, politics and ethics, will also be included. {L/F} 4 credits
Maria Helena Rueda
Offered Spring 2008

SPN 373 Literary Movements in Spanish America
Topic: City Life/City Lives: Urban Spaces and Migrant Identities in Latin America. This course examines the intersection of the modern phenomena of urban development, transnational capitalism, and the formation of migrant identities as they are represented in contemporary fiction, essays, and films from Latin America. Among the issues we will explore the construction and representation of urban spaces as locations of identity, the tensions between time, place, and memory in the migrant and diasporic experience and the linguistic, political, economic, and social complexities of forging a cultural place in a reality defined by movement. Michelle Joffroy
Offered Fall 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, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. {L/F} 4 credits
Charles Cutler
Offered Spring 2008
**SPN 400 Special Studies in Spanish and Spanish American Literature**

By permission of the department, normally for senior majors.
1 to 4 credits
Offered both semesters each year

**SPN 481/FRN 480 The Teaching of French/Spanish**

This course is designed for MAT students, majors and advanced students of French or Spanish, and focuses on the theoretical and practical aspects of teaching a foreign language. The course presents students with an overview of current theories of second language acquisition and learning, as well as with "contemporary" approaches to foreign language instruction. Students will observe and teach different classes, create lesson plans and their own materials and evaluate others'; and explore their beliefs about teaching and language learning. Other topics include the use of technology in the classroom (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 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 Spring 2008

**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

**Advisers for Study Abroad**

For students interested in going to Spain: PRESHCO, Molly Falsetti-Yu, Nancy Saporta Sternbach; for other programs in Spain, Ibtissam Bouachrine. For students interested in going to Latin America: Michelle Joffroy and Marina Kaplan. For students interested in going to Brazil or Portuguese-speaking countries: Marguerite Itamar Harrison.

**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 or 125)*, two 300-level courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above; one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level.

*All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.
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.
Visiting faculty and some lecturers are generally appointed for a limited term.

**Professors**

* Robert Buchele, Professor of Economics
* Howard Gold, Professor of Government
* Katherine T. Halvorsen, Professor of Mathematics and Statistics, Director

Virginia Hayssen, Professor of Biological Sciences

Philip K. Peake, Professor of Psychology

Elizabeth Savoca, Professor of Economics

Stephen Tilley, Professor of Biological Sciences

Nancy Whittier, Professor of Sociology

**Associate Professors**

Patricia M. DiBartolo, Associate Professor of Psychology

Nicholas J. Horton, Associate Professor of Mathematics and Statistics

**Assistant in Statistics**

David C. Palmer, Department of Psychology

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 Evolutionary Biology: The Mechanisms of Evolutionary Change
- BIO 234/235 Genetic Analysis and Genetic Analysis Laboratory
- BIO 266/267 Principles of Ecology and Principles of Ecology 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
Catherine H. Smith, M.F.A
†1 Andrea Hairston, M.A. (Theatre and Afro-American Studies)
†1 Ellen W. Kaplan, M.F.A

Associate Professors
Paul Zimet, B.A
§2 Kiki Gounaridou, Ph.D., Chair

Lecturer and Professor Emeritus
John D. Hellweg, Ph.D.

Lecturers
Nan Zhang, M.F.A
Edward Check, M.F.A
Hillary Bucks
Don Jordan
Normi Noel
Jill St. Coeur
Pan Welland

100 The Art of Theatre Design
The course is designed to explore the nature of design, in theatre and the visual arts. Students will study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers, past and present. Especially designed for those with a limited background in theatre, it will involve discussions about assigned plays and projects, as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15. (A) 4 credits
Nan Zhang
Offered Fall 2007

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 period, 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 some of the plays under discussion. (L/H/A) 4 credits
Kiki Gounaridou
Offered Spring 2008

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 en-
vironment of the United States from the beginning of colonial to contemporary theatre. Lectures, discussions, and presentations will be complemented by video screenings of recent productions of some of the plays under discussion.  (L/H/A) 4 credits
Kiki Gounaridou
Not offered 2007–08

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, Reisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.  (L/H/A) 4 credits
Leonard Berkman
Not offered 2007–08

218 Modern European Drama II
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Gombrowicz, Pinter, Duras, Handke, Fo, Havel, Friel, Page, Stoppard and Churchill. Special attention to issues of gender, class, warfare, and other personal/political foci. Attendance required at selected performances.  (L/H/A) 4 credits
Leonard Berkman
Not offered 2007–08

316 Contemporary Canadian Drama
Michel Tremblay and contemporary Canadian playwrights. Particular emphasis on plays by women, with Tremblay among the few male playwrights included, within the context of political/personal issues of gender, class, race, sexuality, and cultural identity in English Canadian and French Canadian drama of the past four decades. Other playwrights focused on will be Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark and Sharon Pollock.  (L/A) 4 credits
Leonard Berkman
Offered Fall 2007

B. Theory and Performance

In the following section: “L” indicates that enrollment is limited; “P” indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141 Acting I
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14.
(A) 4 credits
Sec. 1: Don Jordan, Fall 2007
Sec. 2: Don Jordan, Fall 2007
Sec. 1: To be announced, Spring 2008
Sec. 2: To be announced, Spring 2008
Offered Fall 2007, Spring 2008

142 Voice for Actors
An introduction to the study of voice, exploring the connections between thought, feeling, and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15.  (A) 4 credits
Pan Welland, Fall 2007
Normi Noel, Spring 2008
Offered Fall 2007, Spring 2008

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 10, 2007, 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 2007, Spring 2008
201 Theatre Production
Same description as previous course. There will be one general meeting on Monday, January 28, 2008, 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, 2007, Spring 2008

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 2007–08

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. 4 credits
Ellen Kaplan
Not offered 2007–08

252 Set Design I
This course will develop general 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 2007, Spring 2008

253 Lighting Design I
This course is designed as an introduction to the theory and practice of stage lighting design. The class will work on developing sensitivity towards images and environments composed by light; becoming familiar with the mechanical aspects of lighting instrumentation, control systems, and safe electrical practice; developing skills in the observation, evaluation and execution of lighting design for theatre through script analysis, design and drafting projects, written responses of theatre productions and production support experiences. Enrollment limited to 12. (A) 4 credits
Nan Zhang
Offered Fall 2007

254 Costume Design I
This course focuses on the techniques and implementation of LeCoq's acting theories and techniques to English-language theatre and drama. (A) WI
Kiki Gounaridou
Offered Spring 2008

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
Leonard Berkman
Offered Fall 2007

262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P. (A) 4 credits
Leonard Berkman
Offered Fall 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 2007
John Hellweg, Spring 2008
Offered Fall 2007, Spring 2008

345 Directing II
Theoretical and practical aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression the stage. Final presentation will be a substantial directing project (one-act play or equivalent) for the stage. Prerequisites: Directing I (THE 344) or its equivalent and permission of the instructor. Preference for admission to Directing II will be given to students who have completed Voice for Actors (THE 142) or equivalent vocal training. In addition, Acting II (THE 242) and a 200-level design class are strongly recommended and may be taken concurrently. Enrollment limited to 4. (A) 4 credits
Paul Zimet, Fall 2007
John Hellweg, Spring 2008
Offered Fall 2007, Spring 2008

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: Catherine H. Smith

Basis: 198 and 199.
Requirements: Ten semester courses, including the following:

1. 98 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: Kiki Gounaridou

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

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

Advisers
Elliot Fratkin, Professor of Anthropology
Karen Pfeifer, Professor of Economics
"1 Nola Reinhardt, Professor of Economics, Director
*1 Gregory White, Professor of Government
Catharine Newbury, Professor of Government
David Newbury, Professor of History and African Studies
Leslie King, Associate Professor of Sociology

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/Sociology
230 Africa: Population, Health and Environment Issues
234 Culture, Power, and Politics
236 Economy, Ecology, and Society
237 Native South Americans: Conquest and Resistance
241 Anthropology of Development
245 Tales of Cannibalism and Capital in Latin America
251 Women and Modernity in East Asia
252 The City and the Countryside in China
253 Introduction to East Asian Societies and Cultures
258 Performing Culture
342 Seminar: Topics in Anthropology: Traditional Chinese Medicine
348 Seminar: Topics in Anthropology: Health and Healing in Africa
348 Seminar: Topics in Development: Health in Africa
SOC 232 World Population

Economics
211 Economic Development
213 The World Food System
214 Economics of the Middle East and North Africa
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
232 Women and Politics in Africa
237 Colloquium: Politics and the U.S./Mexico Border
241 International Politics
242 International Political Economy
248 The Arab-Israeli Dispute
252 International Organizations
254 Colloquium: Politics of the Global Environment
256 Colloquium: International Migration
321 Seminar in Comparative Government: The Rwanda Genocide in Comparative Perspective
332 Seminar in Comparative Government: 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: Corruption and Global Governance
344 Seminar on Foreign Policy of the Chinese People's Republic
347 Seminar in International Politics and Comparative Politics: North Africa in the International System
348 Seminar in International Politics: Conflict and Cooperation in Asia

History
101 Introduction to Historical Inquiry: Latin America and the United States
208 The Shaping of the Modern Middle East
209 Aspects of Middle Eastern History: Urban Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities
209 Aspects of Middle Eastern History: Women and Gender in the Middle East
212 China in Transformation, A.D. 700–1900
217 World War Two in East Asia: History and Memory
218 Thought and Art in China
238 Gender and the British Empire
256 Introduction to West African History
257 East Africa in the 19th and 20th Centuries
258 History of Central Africa
260 Colonial Latin America, 1492–1825
261/LAS 261 National Latin America, 1821–Present
361 Seminar: Problems in the History of Spanish America and Brazil—Public Health and Social Change in Latin America, 1859–Present
AAS 370 Seminar: Modern Southern Africa
EAS 100 Introduction to Modern East Asia
EAS 215 Pre-Modern Korea
EAS 219 Modern Korea
EAS 230 Women of Korea from the Three Kingdoms to the Present
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
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
217 Colloquium: The Politics of Wealth and Poverty in the U.S.
311 Seminar in Urban Politics

History
209 Aspects of Middle Eastern History
Topic: Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities
227 (C) Aspects of Medieval European History
Topic: Paris from Its Origins through the Sixteenth Century
279 (L) The Culture of American Cities

Sociology
213 Ethnic Minorities in America
214 Sociology of Hispanic Caribbean Communities in the United States
218 Urban Sociology
Study of Women and Gender

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

Members of the Committee for the Program for the Study of Women and Gender 2007–08
Susan Van Dyne, Professor of the Study of Women and Gender, Chair
†2 Martha Ackelsberg, Professor of Government and the Study of Women and Gender
**1 Elisabeth Armstrong, Assistant Professor of the Study of Women and Gender
Carrie Baker, Visiting Assistant Professor of the Study of Women and Gender
Ginetta Candelario, Associate Professor of Sociology and Latin American Studies
Paula Giddings, Professor of Afro-American Studies
Ambreen Hai, Associate Professor of English Language and Literature
Marguerite Itamar Harrison, Assistant Professor of Spanish and Portuguese
Michelle Joffroy, Associate Professor of Spanish and Portuguese
†1 Kimberly Kono, Assistant Professor of East Asian Languages and Literatures
Gary Lehring, Associate Professor of Government
†1, †2 Gwendolyn Mink, Professor of the Study of Women and Gender
Cornelia Pearsall, Associate Professor of English Language and Literature
Kevin Quashie, Associate Professor of Afro-American Studies
Donna Riley, Associate Professor of Engineering
Daniel Rivers, Mellon Post-Doctoral Fellow in the Study of Women and Gender
†2 Marilyn Schuster, Professor of the Study of Women and Gender
Christine Shelton, Professor of Exercise and Sport Studies
Elizabeth V. Spelman, Professor of Philosophy
*1 Nancy Saporta Sternbach, Professor of Spanish and Portuguese and the Study of Women and Gender

Five College Women’s Studies Research Center
Teaching Associate, Spring 2008
Encarnacion Gutierrez Rodriguez

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.
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: 1) forms of literary or artistic expression (L/A); 2) historical perspectives (H); 3) forms of political/social/economic thought/action/organization (S); 4) modes of scientific inquiry (S/M); 5) queer studies; or 6) 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 2007–08

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. (WI) (L) 4 credits
Marilyn R. Schuster
Offered Fall 2007

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 2008

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
Elisabeth Armstrong, Carrie Baker, Ambreen Hai, Susan Van Dyne
Offered Spring 2008

Further work in the Study of Women and Gender usually requires SWG 150 as a prerequisite.

SWG 200 Introduction to Queer Studies
This course will offer an introduction to the central historical and contemporary issues, concerns, and debates in lesbian, gay, bisexual, transgender and queer (LGBTQ) studies. Using the course readings, film screenings, and class discussions, we will challenge ourselves to complicate our understandings of seemingly natural ideas such as sex/gender, man/woman or homosexual/heterosexual, as we experience them in our own daily lives and perceive them in the world around us. Through an interdisciplinary approach, we will explore the history, critical theory, cultural production, and politics of queer life in the United States, as well as queer identities in a transnational diasporic context. We will pay particular attention to how ideas of gender and sexuality intersect with social understandings of race, class, and citizenship. Prerequisite SWG 150 or permission of the instructor. (H/S) 4 credits
Daniel Rivers
Offered Spring 2008

This course offers an overview of LGBT culture and history in the United States from 1945 to 2003. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgendered lives and experiences during the last half of the twentieth century. The course will encourage the students to think about intersections of race, sexuality, and class, and how these categories have affected sexual minority communities. The course will also explore the legal and cultural impact sexual
minority communities have had in the United States. Prerequisite SWG 150 or permission of the instructor. *(H) (E) 4 credits*
Daniel Rivers
Offered Fall 2007

**SWG 222 Gender, Law and Society**
This course is an interdisciplinary exploration of the legal status of women and men in the United States historically and today, particularly focusing in the areas of employment, education, reproduction, sexuality, the family, and violence. This course will examine U.S. constitutional and statutory laws 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; and how inequalities based on class/race/sexuality inform (or not) feminist law reform. Readings and lectures will emphasize: 1) constitutional and statutory frameworks for equality; 2) fundamental rights and intimate life; and 3) legal remedies for inequality. Prerequisite: SWG 150 or permission of the instructor. *(E) 4 credits*
Carrie Baker
Offered Fall 2007, Spring 2008

**SWG 223 (C) Sexual Harassment in History, Law, and Culture**
This course is an interdisciplinary exploration of sexual harassment in the United States. We will examine the history and incidence of sexual harassment, the social movement opposing sexual harassment, and the development of law and public policy on the issue. We will study sexual harassment in a variety of contexts, including the workplace, primary and secondary schools, higher education, the military and prisons, housing, and on the street. Finally, we will consider the significance of gender, race, and sexuality for sexual harassment. Readings include first-person accounts, feminist theory, legal cases, social science research, and primary and secondary sources. Prerequisite: SWG 150 or permission of the instructor. *(E) (S) 4 credits*
Carrie Baker
Offered Fall 2007

**SWG 230 Feminisms and the Fate of the Planet**
We begin this course by sifting the earth between our fingers as part of a community learning partner-ship with area farms in Holyoke, Hadley, and other neighboring towns. Using women’s movements and feminisms across the globe as our lens, this course develops an understanding of current trends in globalization. This lens also allows us to map the history of transnational connections between people, ideas and movements from the mid-twentieth century to the present. Through films, memoirs, fiction, ethnography, witty diatribes and graphic novels, this course explores women’s activism on the land of laborers, and in their lives. Students will develop research projects in consultation with area farms, link their local research with global agricultural movements, write papers and give one oral presentation. Prerequisite: SWG 150. *(E) (H/S) 4 credits*
Elisabeth Armstrong
Offered Fall 2007, Fall 2008

**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 2007-08

**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 memoirs. Prerequisites: SWG 150, and a literature course. *(L/H) 4 credits*
Susan Van Dyne
Offered Spring 2008

**CLT 272 Women Writing: 20th and 21st Century Fiction**
A study of the pleasures and politics of fiction by wom-
en from English-speaking and French-speaking cultures. How do women writers engage, subvert, and/or resist dominant meanings of gender, sexuality, race and ethnicity and create new narrative spaces? Who speaks for whom? How does the reader participate in making meaning(s)? How do different theoretical perspectives (feminist, lesbian, queer, psychoanalytic, postcolonial, postmodern) change the way we read? Writers such as Woolf, Colette, Condé, Larsen, Morrison, Duras, Rule, Kingston, Shields and Atwood. Not open to first-year students. [L/H] 4 credits

Marilyn Schuster
Offered Spring 2008

ENG 279 American Women Poets
A selection of poets from the last 50 years, including Sylvia Plath, Diane Gilliam Fisher, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glück, and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. [L] 4 credits

Susan Van Dyne
Offered Fall 2007

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 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
Not offered 2007–08

SWG 315 Sexual Histories, Lesbian Stories
In this seminar we will focus on two moments in twentieth-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 twenty-first century? Prerequisites: SWG 150, one additional course in the major and permission of the instructor. [H/L] 4 credits

Marilyn Schuster
Offered Fall 2007

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) 4 credits
Elisabeth Armstrong
Not offered during 2007–08

**SWG 319 Reading Woolf Reading Proust**
Virginia Woolf was an early, avid reader of Proust. In 1925 she wrote “The thing about Proust is his combination of the utmost sensibility with the utmost tenacity. He searches out these butterfly shades to the last grain. He is as tough as catgut & as evanescent as a butterfly’s bloom.” In this seminar we will read selected works by these two major figures and discuss the worlds they inhabited and the worlds they create in their fiction. We will pay special attention to gender and sexuality in their novels, turning to later readers such as Monique Wittig and Eve Sedgwick to frame our discussion. Prerequisites: SWG 150, one additional course in the major or a literature course and permission of the instructor. Enrollment limited to 12. (L) 4 credits
Marilyn Schuster
Offered Spring 2008

**SWG 323 Seminar: Sex, Trade, and Trafficking**
This seminar will examine domestic and international trade and trafficking of women and girls, including sex trafficking, bride trafficking, trafficking of women for domestic and other labor, child prostitution, sex work, and pornography. We will explore societal conditions that shape this market, including economics, globalization, war, and technology. We will examine the social movements growing up around the trafficking of women, particularly divisions among activists working on the issue, and study recent laws and funding initiatives to address trafficking of women and girls. Throughout the seminar, we will apply an intersectional analysis in order to understand the significance of gender, race and class to women’s experiences, public discourse, advocacy, and public policy initiatives around sex trade and trafficking. Prerequisites: SWG 150, one additional course in the major, and permission of the instructor. Enrollment limited to 15. (E) 4 credits
Carrie Baker
Offered Spring 2008

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**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 2007

**AAS 212 Culture and Class in Afro-American Family**
To be announced
Offered Spring 2008

**AAS 348 Black Women Writers**
Daphne Lamothe
Offered Spring 2008

**AAS 366 Seminar: Contemporary Topics in Afro-American Studies:**
Topic: Stress and Coping of Black Women in the United States
Not offered 2007–08

**AAS 366 Seminar: Contemporary Topics in Afro-American Studies:**
Topic: Toni Morrison
Kevin Quashie
Offered Spring 2008

**AMS 120 Scribbling Women**
Sherry Marker
Offered Spring 2008

**ANT 251 Women and Modernity in East Asia**
Suzanne Z. Gottschang
Not offered 2007–08

**ANT 254 Gender, Media and Culture in India**
Ravina Aggarwal
Not offered 2007–08
ARH 260 Art Historical Studies (C) Representing Queerness in 20th-Century American Art
Jonathan D. Katz
Offered Fall 2007

Robert Dorit
Offered Spring 2008

CLS 233 Gender and Sexuality in Greco-Roman Culture
Nancy Shumate
Offered Spring 2008

CLT 230 “Unnatural” Women: Mothers Who Kill Their Children
Thalia Pandiri
Offered Spring 2008

CLT 234 The Adventure Novel: No Place for a Woman?
Margaret Bruzelius
Offered Fall 2007

CLT 235 Fairy Tales and Gender
Betsey Harries
Offered Fall 2007

CLT 268 Latina and Latin American Women Writers
Nancy Sternbach
Offered Spring 2008

CLT 272 Women’s Writing: 20th and 21st Century Fiction
Marilyn Schuster
Offered Spring 2008

EAL 238 Literature from Taiwan
Sabina Knight
Offered Fall 2007

EAL 244 Construction of Gender in Modern Japanese Women’s Writing
Kimberly Kono
Not offered 2007–08

EAL 245 Writing Japan and Otherness
Kimberly Kono
Not offered 2007–08

EAL 360 Seminar: Topics in East Asian Literatures—Intimacy, Dreams, Disappointments and Practices of Desire
Sabina Knight
Not offered 2007–08

EAS 230 Women of Korea from the Three Kingdoms Period to the Present
Jennifer Jung-Kim
Offered Fall 2007

ENG 238 What Jane Austen Read: The 18th-Century Novel
Douglas Patey
Offered Fall 2007

ENG 276 Contemporary British Women Writers
Robert Hosmer
Not offered 2007–08

ENG 278 Writing Women
Topic: Asian American Women Writers
Floyd Cheung
Not offered 2007–08

ENG 279 American Women Poets
Susan Van Dyne
Offered Fall 2007

ENG 284 Victorian Sexualities
Cornelia Pearsall
Not offered 2007–08

ENG 287 Early Modern Women Writers: Writing the Self
Sharon Seelig
Not offered 2007–08

ENG 292 Crafting the Memoir
Ann Boutelle
Offered Spring 2008

ENG 365 Seminar: Studies in 19th Century Literature Topic: The Brontës
Cornelia Pearsall
Offered Fall 2007

ESS 340 Women’s Health: Current Topics
Barbara Brehm-Curtis
Offered Fall 2007
ESS 550 Women in Sport  
Chris Shelton  
Offered 2008–09

FRN 230 Readings in Modern Literature: Women Writers of Africa and the Caribbean  
Dawn Fulton  
Offered fall 2007

FRN 320 Topics in Medieval and Renaissance Literature  
Topic: Women Writers of the Middle Ages  
Eglal Doss-Quinby  
Not offered 2007–08

FRN 340 Topics in Seventeenth/Eighteenth Century Literature:  
Topic: “Family Values” in the Enlightenment  
Janie Vanpée  
Not offered 2007–08

FRN 360 Topics in Nineteenth/Twentieth Century Literature: Images of the “Other”—Female Domestic Servants in French Fiction  
Martine Gantrel  
Offered Spring 2008

FYS 114 Turning Points  
Marilyn R. Schuster  
Offered Fall 2007

FYS 125 Midwifery in Historical and Cross-Cultural Perspective  
Erika Laquer  
Offered Spring 2008

GOV 204 Urban Politics  
Martha Ackelsberg  
Offered Fall 2007

GOV 205 Colloquium: Law, Family and State  
Alice Hearst  
Offered Spring 2008

GOV 232 Women and Politics in Africa  
Catharine Newbury  
Offered Fall 2008

GOV 269 Politics of Gender and Sexuality  
Gary Lehring  
Offered Spring 2008, Spring 2009

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  
Not offered 2007–08

GOV 367 Seminar in Political Theory  
Topic: Queer Theory  
Gary Lehring  
Offered Fall 2008

HST 101 Introduction to Historical Inquiry:  
Topic: Geisha, Wise Mothers, and Working Women  
Marnie Anderson  
Offered Fall 2007

HST 209 Aspects of Middle Eastern History  
Topic: Women and Gender in the Middle East  
Nadya Sbaiti  
Offered Spring 2009

HST 223 Women in Japanese History: From Ancient Times to the Nineteenth Century  
Marnie Anderson  
Not offered 2007–08

HST 238 Gender and the British Empire  
Jennifer Hall-Witt  
Offered Spring 2008

HST 252 Women in Modern Europe, 1789–1918  
Darcy Burkle  
Offered Fall 2007

HST 253 Women in Contemporary Europe  
Darcy Burkle  
Offered Spring 2008

HST 278 Women in the United States Since 1865  
Jennifer Gugliemo  
Offered Spring 2008

HST 289 Colloquium: Aspects of Women’s History  
Topic: The History of Sexuality from the Victorians to the Kinsey Report  
Jennifer Hall-Witt  
Not offered 2007–08
HST 355 Topics in Social History
Topic: Debates in the History of Gender and Sexuality.
Darcy Buerkle
Offered Spring 2008

HST 383 Research in U.S. Women’s History:
The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries.
Jennifer Gugliemo
Offered Spring 2008

IDP 208 Women’s Medical Issues
Leslie Jaffe
Offered Spring 2008

ITL 344 Women in Italian Society Yesterday, Today and Tomorrow
Giovanna Bellesia
Offered Spring 2008

MUS 100 Colloquium: Music and Gender in the World
Margaret Sarkissian
Offered Spring 2008

MUS 220 Topics in World Music
Olobode Omolola
Offered Spring 2008

POR 381 Seminar in Portuguese and Brazilian Studies
Topic: Multiple Lenses of Marginality: New Brazilian Filmmaking by Women
Marguerite Ilamar Harrison
Offered Fall 2007

PSY 266 Psychology of Women and Gender
Lauren Duncan
Offered Spring 2008

PSY 366 Seminar: Topics in the Psychology of Women
Topic: Issues in Adolescent Gender Role Development.
Lauren Duncan
Not offered 2007–08

PSY 374 Psychology of Political Activism
Lauren Duncan
Offered Spring 2008

REL 110 Women Mystics’ Theology of Love
Elizabeth Carr
Offered Spring 2008

REL 227 Judaism/Feminism/Women’s Spirituality
Lois Dubin
Not offered 2007–08

REL 238 Mary: Images and Cults
Vera Shevzov
Not offered 2007–08

REL 277 South Asian Masculinities
Andy Rotman
Offered Spring 2008

SOC 213 Ethnic Minorities in America
Ginetta Candelario
Offered Spring 2008

SOC 222 Blackness in America
Ginetta Candelario
Not offered 2007–08

SOC 229 Sex and Gender in American Society
Nancy Whittier
Offered Spring 2008

SOC 244/LAS 244 Feminisms and Women’s Movements:
Latin American Women’s and Latinas’ Pursuit of Social Justice
Ginetta Candelario
Not offered 2007–08

SOC 314 Seminar in Latina/o Identity
Ginetta Candelario
Not offered 2007–08

SOC 323 Seminar: Gender and Social Change
Nancy Whittier
Offered Fall 2007

SPN 230 Topics in Latin American and Peninsular Literature:
Topic: Latin American Women’s Poetry
Maria Helena Rueda
Not offered 2007–08
**SPN 250 Survey of Iberian Literature and Society I**  
Topic: Sex and the Medieval City  
Ibtissam Bouachrine  
Offered Fall 2007

**SPN 332 The Middle Ages Today: Queer Iberia**  
Ibtissam Bouachrine  
Offered Spring 2008

**THE 215 Minstrel Shows from Daddy Rice to Big Momma’s House**  
Andrea Hairston  
Not offered 2007–08

For a list of approved departmental courses that count towards the major/minor in SWG but are not offered in 2007–08, visit the program Web site at www.smith.edu/swg/crsmain.html.
Interdepartmental and Extraregional 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 2007, Spring 2008

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 2007
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
Maureen Mahoney, Members of the Faculty and Staff
Offered Interterm 2007–08

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 2007

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 upperclass students and from members of the college staff. Enrollment limited to first-year students, 15 per section. (E) 1 credit
Not offered in 2007–08

IDP 130 Introduction to Media Arts and Technology
This introductory course will explore the intersections of art and technology across a wide range of experimental / interdisciplinary practices. Through readings, viewings, group discussion, projects, critiques, and
guest artist visits, we will examine a range of technologically mediated art practices, including digital imaging, sonic art, interactive installations, physical / tactile computing, digital writing, computer mediated performance, as well as emergent new media art and research topics. Enrollment limited to 12. (A) 4 credits

Thomas Ciufo
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. Social, ethical and political issues will be considered including violence, the media’s representation of women, and gender bias in health care. An international perspective on women’s health will also be considered. (N) 4 credits

Leslie Jaffe (Health Services)
Offered Spring 2008

**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

To be announced
Offered Fall 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

To be announced
Offered Interterm 2007–2008

**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 on class meeting, the students will also review and analyze videotapes of notable speeches. Two sessions, each limited to 10 students. Classes will be held for six weeks of the spring semester; beginning on a date to be determined. Conferences will be scheduled separately. Students must come to the first class prepared to deliver a 3 to 5 minute speech of introduction: Who I Am and Where I’m Going. Students also need to bring a blank videotape to class. All the speeches students make during class will be recorded on this tape. Offered spring semester every year. (E) 1 credit

Debra Carney, Mary Koncel
Offered Spring 2008

**SPE 105 Reach Out: Public Speaking and Community Service**
This course will provide students with an opportunity to do community service during Spring Break as well as to reflect on and speak about their experiences through various oral presentations both inside and outside the Smith community. Readings on and discussion of such topics as community service and social justice will provide the practical and academic foundation for the students’ community service which will require a minimum of 10 hours of volunteer work at a local agency such as the Interfaith Emergency Cot Program. Enrollment limited to 10. This course meets for the first six weeks of the semester. S/U only. (E) 1 credit

Mary Koncel
Not offered 2007–2008

**WTG 100 (C) Popular Nonfiction**
Writing for the mainstream press can take many forms, including conventional journalism, narrative journ-
ism, creative nonfiction, and a blend of all three. Each section of this course focuses on a different kind of writing for the mainstream press. Taught by experienced professional writers, the different sections offer opportunities to learn aspects of the craft of popular nonfiction writing from the writers who write it. Check the Web site of the Jacobson Center for Writing, Teaching and Learning for sections offered in January 2008.
Enrollment limited to 15. (E) 1 credit

Julio Alves, Director, Jacobson Center for Writing, Teaching and Learning
Offered January 2008

Sec. 1 Popular Science Writing
Sec. 2. Travel Writing
Sec. 3. Nature Writing (Sam Hooper Samuels)
Sec. 4. Food Writing (Chip Brantley)
Five College Course Offerings by Five College Faculty

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

Five College Supervised Independent Language Program, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program).
Elementary-level courses are currently offered in the following languages: Bulgarian, Czech, Dari, Modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Yoruba, Vietnamese, and Wolof. For further information, including information on registration, consult the Web site (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 (www.umass.edu/fclang).

African Studies

Catharine Newbury, Professor of Government (at Smith College in the Five College Program).

SS 227. Women and Politics in Africa
This course explores the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women; the nature of urban/rural distinctions; and the diverse responses by women to the economic and political crises of postcolonial African politics. Case studies of specific African countries, with readings of novels and women’s life histories as well as analyses by social scientists. MW 1–2:20 p.m.
First semester. Hampshire College

Government 321. The Rwanda Genocide in Comparative Perspective
In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and the Democratic Republic of the Congo.
Second semester. Smith College

Political Science 29. Women and Politics in Africa
This course explores the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women; the nature of urban/rural distinctions; and the diverse responses by women to the economic and political crises of postcolonial African politics. Case studies of specific African countries, with readings of novels and women’s life histories as well as analyses by social scientists. MW 2–3:20 p.m.
Second semester. Amherst College
American Studies

Karen Cardozo, Visiting Assistant Professor of American Studies (at Amherst College in the Five College Program).

American Studies 25. Introduction to Asian/Pacific/American Studies

This course broadly explores the cultural, geographic, and intellectual boundaries of Asian American studies. Our interdisciplinary approach will foster analytic links between studies of capitalism, gender, imperialism, and religion as these inform ethnic and racial formations. Course materials will introduce students to this burgeoning field through the different points of entry described in the Five College A/P/A Studies Certificate Program: expressions (cultural works of art, literature, film, theatre, etc.), U.S. intersections (inter-ethnic connections, for example, between Asian and African Americans), and global intersections (diaspora, migration and transnational formations). Along with its broad survey of the panethnic category of “Asian Americans,” the course will feature an in-depth case study of Southeast Asian Americans (e.g., people from Cambodia, Laos, and Vietnam). In addition, students will have the opportunity to map the field for themselves through small group research presentations that will present material not covered by the syllabus.

T Th 2–3:20 p.m.
First semester. Amherst College

American Studies 301f. Comparative Orientalisms: Afro/Arab/Asian Connections

Black Islam? Yellow Panthers? Brown Hip-Hop? This interdisciplinary course de-centers the White/Black dichotomy to engage in a comparative examination of “minority” experience and the complexities of what Vijay Prashad has called “polyculturalism.” Through attention to various forms of expression (including art, literature, film, theater and music), we will explore the conflicted, creative and resistant responses of ethnic subjects to their positions within the U.S. racial formation and globally. Although originally referencing the study of the Middle East, Edward Said’s seminal concept of Orientalism (as a system of “knowledge” production that renders “Eastern” cultures homogenous and static) will enable us to theoretically link the diverse histories of people of African, Middle Eastern, and Asian descent in the Americas. Feminist critiques will help us analyze the gendered nature of Orientalist discourses, while our study of Occidentalism will enable us to consider the “Oriental” response to the West. We will further interrogate how Orientalist discourses may be internalized and/or deployed by the ethnic communities impacted by such stereotypes. Throughout, we will examine the social forces that foster a politics of “divide and conquer” while uncovering historic and contemporary panethnic alliances and alternative visions of social organization. M 1–4 p.m.
First semester. Mount Holyoke College

American Studies 30. Screening Asian Americans

Emphasizing contemporary issues, this course introduces students to various forms of visual media by and about Asian Americans. Using a chronological and thematic approach, various genres in advertising, television and film (including narrative dramas, documentaries, and experimental films) will be analyzed within the context of transnational Asian/American histories, cultures, and identities. Some of the issues we will address include: Orientalist stereotypes of Asians; the re/creation of history and memory; the intersections of race, class, and gender/sexuality; and interracial relations. Students will be expected to apply the critical languages of film and narrative theory to their analysis of visual texts— that is, to understand how form and content relate. Along with its broad survey of the panethnic category of “Asian Americans,” the course will feature an in-depth case study of media representations of South Asian Americans (e.g., people from Bhutan, India, Pakistan). Among other assignments, students will independently review a text not covered by the syllabus and generate a final research paper. T Th 2–3:20 p.m.
Second semester. Amherst College

English 391. Comparative Orientalisms: Afro/Arab/Asian Connections

Black Islam? Yellow Panthers? Brown Hip-Hop? This interdisciplinary course de-centers the White/Black dichotomy to engage in a comparative examination of “minority” experience and the complexities of what Vijay Prashad has called “polyculturalism.” Through attention to various forms of expression (including art, literature, film, theater and music), we will explore the conflicted, creative and resistant responses of ethnic subjects to their positions within the U.S. racial formation and globally. Although originally referencing the study of the Middle East, Edward Said’s seminal
concept of Orientalism (as a system of “knowledge” production that renders “Eastern” cultures homogenous and static) will enable us to theoretically link the diverse histories of people of African, Middle Eastern, and Asian descent in the Americas. Feminist critiques will help us analyze the gendered nature of Orientalist discourses, while our study of Occidentalism will enable us to consider the “Oriental” response to the West. We will further interrogate how Orientalist discourses may be internalized and/or deployed by the ethnic communities impacted by such stereotypes. Throughout, we will examine the social forces that foster a politics of “divide and conquer” while uncovering historic and contemporary panethnic alliances and alternative visions of social organization.

Second semester: University of Massachusetts

**Arabic**

Mohammed Mossa Jiyad, Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

**Asian 130f. Elementary Arabic I**
This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing. MWF 1–2:15 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 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)

**Asian 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 320s. Arab Women Novelists’ Works**
The objective of the seminar is to give a well-rounded picture of the problems still confronting women in the Arab world and of the efforts being made by them to achieve a fuller and more equal participation in all aspects of life. Furthermore, the seminar attempts to identify the significant patterns of change in the status of women in the novels of the foremost feminist reformists who, from the turn of the century, have been clamoring for the betterment of condition for women within their societies. Through these novels students can clearly identify discernible trends that have already been put in motion and are in the process of creating new roles for women and men in a new society. Second semester. Mount Holyoke College
Architectural Studies
Thom Long, Assistant Professor of Architectural Studies (at Hampshire College in the Five College Program).

HACU 307. Concentration Seminar in Studio Architecture and Design
Open to second year Division II and Division III students, completing or anticipating thesis studio projects in architecture and design, this course will enable students to develop their projects in an individual and collaborative studio setting. Students will work to further develop their individual projects while learning new design and representational skills to both gain additional insights and hone additional tools for their particular exploration. This course will include group and individualized guidance for project development and completion. Students will address multiple facets and techniques for addressing a wide range of issues from the theoretical to the actual, incorporating new means, methods and applications learned throughout the course. Several group readings and studio exercises will be assigned, in addition to individualized readings and guidance. Students must have an individual project ready or in progress at the start of the term.
T Th 10:30–1:50
First semester. Hampshire College

HACU 205. Topics in Architecture
This studio architecture course will be a design investigation of a particular theme in, or approach to, architecture and the built environment (details to be determined). In this course, students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation [TBD]) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form and space. There are no prerequisites for this Five College Architectural Studies course—though one semester of design is recommended. The specific topic and lab fee TBD. Enrollment will be determined after the first class meeting. T Th 10:30–11:50 a.m.
Second semester. Hampshire College

Euro Studies 52/Fine Arts 16. Architectural Design Studio
This introductory studio architecture course will be a design investigation of a particular theme in, or approach to, architecture and the built environment (details to be determined). In this course, students will be introduced to, develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation [TBD]) to interdisciplinary and socially pertinent design problems. Various forms of exploration will be used to generate and foster a broad range of concepts and language to solve basic architectural issues involving site, construction, inhabitation, function, form and space. Our goal is to apply creative techniques in art and sculpture to the creation of public architectural spaces.

The prerequisite for this Five College Architectural Studies course is only Drawing I, though one semester of design or sculpture is recommended. The specific topic and lab fee TBD. Enrollment will be determined after the first class meeting. T Th 1–3:50 p.m.
Second semester. Amherst College
Art and Technology

John Slepian, Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program).

IA 241. Digital Art: Multimedia, Malleability and Interactivity
Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner and Nam June Paik. Open Enrollment, no prerequisites, no instructor permission. T Th 9–10:20 a.m. First semester. Hampshire College

ARS 263. Intermediate Digital Media
This course will build working knowledge of multimedia digital artwork through experience with multimedia authoring, Web development, sound and animation software. Prerequisite ARS 162. First semester. Smith College

Second semester course at Hampshire College to be announced.

ARS 361. Interactive Digital Multimedia
This art studio course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) — developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this studio course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. Second semester. Smith College

Asian/Pacific/American Studies

Richard Chu, Assistant Professor of History (at the University of Massachusetts in the Five College Program), will be on leave in fall 2007.

History 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. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent.

The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asian-Pacific region.

Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism. T Th 11:15 a.m.–12:30 p.m. Second semester. University of Massachusetts

SS 224. Pacific Empires of the 19th and 20th Centuries and the A/P/A Communities: The Race to World Dominance and the Domination of Race
What is “empire” in the modern sense of the word? How can the study of Pacific empires in the 19th and 20th centuries and of the history of Asian-Pacific Americans help us understand this concept better?

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 bring our study of Asian-Pacific Americans outside of the U.S., and link their lives to the wider political and socio-economic contexts in the Asia-Pacific region, at a time when European, American, and Asian (Chinese and Japanese) competed for world dominance, and up to the present.

This course will therefore focus on the Chinese, Japanese, French, American, and British empires in the Asia-Pacific region, particularly during the 19th and 20th centuries, and will include a general overview of the countries and A/P/A communities impacted by their imperial projects. The approach will be both chronological and thematic. Thus, we will start with the Chinese empire, linking it to the stream of Chinese migrants rushing to the "Gold Mountain" (i.e., California) in search of gold during the 1850s, and end with the U.S. empire, relating it to the influx of Southeast Asian (Vietnamese, Hmong, Cambodians) immigrants in the 1970s and 1980s. Thereafter, certain historical events that also have direct bearing on the A/P/A community but not exclusively related to one empire will be included, such as World War II and the rise of nation-states in Asia.

Themes to be discussed include imperialism, racism, gender, colonialism, neocolonialism, globalization, nationalism, transnationalism, and migration.

[Note: the class will be conducted seminar style, with 2 papers, a midterm and a final. Main textbook to be used will be Kurashige and Murray (2003).]

Second semester. Hampshire College

HACU 332. Writing for Film, Video and Interdisciplinary Media
This is an advanced production/theory class open to video, film and interdisciplinary media concentrators who are in the process of writing and developing their Division III or advanced Division II projects in film, video or performance/installation. Students may be working in narrative, documentary or in hybrid, poetic or essayistic forms that do not follow traditional screenwriting paradigms. The course concentrates on the development of students' writing, cinematography and directing as well as the development of individual strategies of editing text to image, using a set of central questions and assignments as a guide. Assignments include a range of exercises that focus on multiple approaches to writing visual text, dialogue, and narration for film and video. We will consider the films and writing of Su Friedrich, Guy Maddin, William Greaves, Chris Marker, Wong Kar Wei, and Asa Djebi as well as the writing and installation work of Mona Hatoum, Anri Sala and Marina Abramovic. Students will develop, by the end of the fall semester, an advanced first version of their scripts and edited videos and films. The course will also include advanced post-production workshops in Final Cut Pro. Instructor permission required.

M 1–3:50 p.m., Screening M 7–9 p.m.
First semester. Hampshire College

Comm 393b. Intermediate Video: Documentary Practice
An intermediate course in the theory and practice of documentary video and film. Students will acquire practical and critical skills through analyzing the development of theoretical discourses that frame past and current issues surrounding the production and interpretation of documentary films. Students will complete several collaborative and individual video production assignments. Prerequisite: an introductory level video production course. Instructor permission required. Contact bhillman@hampshire.edu to request an application. T 1–3:45 p.m., screening M 7–9 p.m.
First semester. University of Massachusetts

Dance
Constance Valis Hill, Associate Professor of Dance (at Hampshire College in the Five College Program) will be on leave in 2007–08.

English
Jane Degenhardt, Assistant Professor of English (at University of Massachusetts in the Five College Program) will be on leave in 2007–08.

Film/Video
Baba Hillman, Assistant Professor of Video/Film Production (at Hampshire College in the Five College Program).

HACU 292. Feminist Philosophy and Performance-based Media
This is an advanced production/theory class for philosophy and film/video students. Through readings, screenings, and discussion we will question the visual and performative epistemologies of a range of filmmakers in the context of feminist philosophical
writings by among others, Kristeva, Irigaray, Spivak, Braidotti, Butler, Lugones, and Ahmed. We will consider the works of Mona Hatoum, Ximena Cuevas, Florence Ayisi, Kim Longinotto, Nagisa Oshima and Marquenie Duras among others, and examine the diverse performative strategies these video and filmmakers use to confront questions of gender, race, class, sexuality and transnationality. We will examine how these films cut across performative codes in moves that question the act and meaning of performance in relation to media; how they reflect the artists' drive to create visual and physical languages that embody the questions and ideas that inspire them; and how these films speak with and/or against the feminisms envisaged in the philosophical literature.

Students will be expected to complete a paper; two short collaborative videos and one longer performance-based project on film or video. Students should have taken Video I, Film I, or another 100 or 200 level production/theory class and a 100 or 200 level class in philosophy, feminist theory, or postcolonial theory. Instructor permission required.

Second semester. Hampshire College.

**FLS 280. Intro to Media Practice and Theory**

Students will gain skills in production and criticism through video production assignments and analysis of theoretical discourses that ground issues of production. The course will include the study of cinematography, the use of sound in film and video, sound recording, digital sound editing, processing and mixing, the study and practice of editing theory, aesthetics and techniques including an exploration of structure and formats in experimental, documentary, narrative and hybrid forms. Students will complete three production projects. Instructor permission required.

Second semester: Smith College.

**English 82. Workshop in the Moving Image**

Instructor: Lucretia Knapp
First semester: Amherst College.

**FS 210. Eye and Ear Control: Beginning Video Production**

Instructor: Bernadine Mellis
First semester: Mount Holyoke College

**Comm ?. Intermediate Video Production**

Instructor: TBD
Second semester: University of Massachusetts

**FS–310. Language/Image: Advanced Production Workshop**

Instructor: Bernadine Mellis
Second semester: Mount Holyoke College

**Geosciences**

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts in the Five College Program) will be on leave in spring 2008.

**Geo 105. Dynamic Earth**

Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers, and wind; natural hazards; survey of resources of water, energy, and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131 (Gen. Ed. PS) T Th 1–2:15 p.m.

First semester. University of Massachusetts

**History**

Nadya Sbaiti, Assistant Professor of Middle Eastern History (at Smith [home campus] and Mount Holyoke Colleges in the Five College Program).

**History 209. Aspects of Middle Eastern History: Urban Spaces/Contested Places: Social and Cultural Histories of Non–Western Cities**

This colloquium explores how identity and urban space functioned symbiotically during the 19th and 20th centuries, a period of rapidly increasing global contact, colonial expansion, and cultural exchange. Examin-
ing how cities have been planned and lived, stratified and resisted, and mourned and mythologized helps us understand how urban environments are defined by populations that inhabit them, move through them, and depart them. Conversely, we see how space influences identity politics, nation- and state-building, social functioning, and cultural production. This course is comparative, with heavy Middle East component.

First semester. Smith College

History 108f (01). Middle East History From the Rise of Islam to the Ottoman Empire

This course is a survey of the principal economic, social, cultural, and political features of the Middle East and North Africa from the late sixth through the seventeenth centuries. Topics include: the rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.

T Th 10:30-11:50 a.m.
First semester. Smith College

International Relations

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

SS 263. Political Research & Writing

This course is intended for students who seek an intensive experience in political research, writing, and oral communication. The goal of the course is to enhance students' ability to analyze critical social, political, and economic issues of the day and to communicate positions on such issues to the wider public. Students who enroll in the course will be expected to produce a variety of written and oral presentations on current issues, including a magazine article, several newspaper commentaries, and a mock statement to Congress (or radio interview). These products will be given considerable feedback by the instructor and discussed in class. Students who enroll in the course should be prepared to do considerable writing and to prepare several drafts of each item submitted. Limited to 15 students; M W 1-2:20 p.m.
First semester. Hampshire College

Political Science 84. Global Resource Politics

An intensive investigation of new and emerging problems in international peace and security affairs. We will examine such issues as: international terrorism; global resource competition; the security implications of globalization; international migrations; transboundary environmental problems; illegal trafficking in guns, drugs, and people. Participants in the seminar will be required to choose a particular problem for in-depth investigation, entailing a study of the nature and evolution of the problem, the existing international response to it, and proposals for its solution. Students will prepare a major paper on the topic and give an oral presentation to the class on their findings. T Th 10-11:20 a.m.
First semester. Amherst College
SS 267. U.S. – China Geopolitics
This course will examine the problems that arise from the collision, interconnection, and coincidence of the strategic concerns of the United States and the People’s Republic of China. As China gains in political, economic, and military strength, its interests will increasingly intersect with those of the United States, producing friction and conflict in some cases (e.g., over the pursuit of foreign energy supplies) but opportunities for addressing major problems (like North Korea’s nuclear ambitions) in others. The course will consider both the strategic principles that govern U.S. and Chinese foreign policy and the ways in which they are applied to particular problem areas, such as Taiwan, North Korea, Japanese militarism, Iran, the global energy predicament, global warming, and human rights. Students will be expected to select a particular problem in U.S.- China relations for intensive investigation and to present his/her findings in class.
Second semester. Hampshire College

IR 241. Global Resource Politics
An intensive examination of the international politics surrounding disputes over the ownership and extraction of vital natural resources including fresh water, petroleum, arable land, timber, minerals and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world’s resource base, including population growth, globalization, unsustainable consumption, and climate change. It will also consider the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups, and so on) are responding to contemporary resource disputes.
Second semester. Mount Holyoke College

Jon Western, Associate Professor of International Relations (at Mount Holyoke College in the Five College Program) will be on leave in 2007–08.

Italian
Elizabeth H. D. Mazzocco, Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program) will not be teaching in 2007–08.

Music
Bode Omojola, Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program).

Music 166. Introduction to the Music of Africa
This course concentrates on indigenous musical traditions from different parts of sub-Saharan Africa. 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 practices derive their meaning and significance. The course discusses conceptual, behavioral and stylistic features of the music; the contexts and functions of performances; the interrelations of music and dance; the use of music in healing; musical instruments and singing styles; and the social status of musicians. This course culminates in the performance of an African opera. No previous musical experience is necessary; there are no prerequisites for this course. MWF 1:15–2:05 p.m.
First semester. Mount Holyoke College

The course examines modern popular musical idioms in Africa. Regional examples like the West African highlife, the Central African soukous and the South African mbaqanga provide the basis for assessing the significance of popular music as a creative response to the dynamics of colonial and postcolonial environment in 20th-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. No previous musical experience is necessary; there are no prerequisites for this course. TTh 2–3:20 p.m.
First semester. Amherst College

Music? World Music
This course is a survey of selected musical traditions from different parts of the world, including India (South India), Indonesia (Asia), Ghana (West Africa), Japan (East Asia) and Native America (North America). Questions that are addressed include: In what ways does music reflect the unique features of its social environment? How do musical styles and performances relate to religious practices? Richly illustrated with rare
audio/video recordings as well as live performances, the course also explores how musical traditions change over time, and how such changes reflect and relate to political developments within a given society. In probing these questions, the course examines issues such as indigenous concepts and ideas about music, contexts of musical activities, rules of musical instruments, and organization of performances.

Second semester. Mount Holyoke College

**Music 220. Women in Sub-Saharan African Music**

This course will focus on the role of women within Sub-Saharan African musical traditions. Relying on gender-specific ensembles as well as those involving male and female participants, we will examine how the musical activities of women as well as the organization and structure of performances reflect, reinforce, or challenge African perspectives of gender and structures of power as defined in selected African societies. The course will cover both indigenous and modern musical idioms from different parts of Africa, including the Baganda of Uganda, the Akan of Ghana and the Yoruba of Nigeria. In addition, the emergence of strong female voices like those of Miriam Makeba (South Africa), Stella Chiweshe (Zimbabwe) and Oumou Sangare (Mali) in the twentieth century will provide the basis for examining how female musicians have addressed gender-related issues in their music and attempted to break gender boundaries within their respective societies.

Second semester. Smith College

**Russian, East European, Eurasian Studies**

Sergey Glebov, Assistant Professor of History (at Smith College in the Five College Program).

**History 239. Empire-building in Eurasia, 1552–1914**

The goal of this course is to introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. The course will focus on those aspects of Russian history that are relevant to our understanding of the role of nationalities, as well as on those aspects of state, society, and culture that shed light on the interaction between the imperial center/centers and periphery/peripheries. Although the course follows the traditional periodization of Russian history, our approach will be on the varieties of imperial experiences rather than on a single narrative of Russian state and society. At the same time, we will explore how the Russian Empire as a whole dealt with pressures of modernization and how the boundary between Russia and the West was constructed and maintained.

As a result of this course, students will gain greater understanding of how multinational states managed diversity. They will gain understanding of contemporary theorizing of modern nationalism and will be better suited to navigate 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. (4 credits) T Th 10:30–11:50 a.m.

First semester. Smith College

**SS 280. Ethnic Conflict and Historical Memory in Post-Soviet Eurasia**

The goal of this course is to introduce students to historical backgrounds of current interethnic conflicts and tensions in the former Soviet space. We will read and discuss accounts of conflicts in Armenia and Azerbaijan, Chechnya, Central Asian Republics, the Baltic States, and Ukraine, and explore how history and memory contributed to these conflicts. We will try to trace how memory of historical events—old struggles for land, resources, independence, etc.—is mobilized in the course of today’s clashes. Students will be introduced to contemporary theoretical discussions on nationalism and historical memory and on multiethnic and multinational states. The class is a colloquium and will mostly consist of discussions, focusing on primary sources and interpretations. Each student will select a particular conflict and write a research paper discussing the historical background and collective memory that shaped that conflict. Prerequisite: Only students with prior experience of study of history or politics will be permitted to enroll. 4 credits. T Th 2–3:20 p.m.

First semester. Hampshire College

**History 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. T Th 10:30-11:50 a.m.
Second semester. Smith College

Russian 20. Introduction to Peoples and Cultures of Eurasia

The space that had been known to the West as simply "Russia" (in the historical form of the Russian Empire/USSR) was in fact inhabited by a stunning diversity of peoples and cultures. This class is a team-taught course designed to introduce students to the diversity of historical and contemporary experiences of different ethnic and national groups of Eurasia, as well as to the variety of faculty resources in the Valley at the students' disposal.

In the course of our meetings we will discuss the region shaped by the Russian Empire/Soviet Union, explore how different ethnic, national and confessional groups responded to imperial power, and get acquainted with religious and cultural practices of Eurasian peoples. We will talk about how Russian intellectuals imagined "Eurasia," explore the ways in which nomadic and settled peoples interacted on the border between the steppe and the forest, investigate images of "the Orient" in Russian literature, look into the processes of imperial expansion, and survey major hallmarks of Eurasia's past, including the rise of the Mongol Empire and the transformation of the Moscow State into the modern Russian Empire. The range of disciplines presented in this class includes, among others, history, literature, religious studies, linguistics and political science. The course is a combination of lectures, discussions, and colloquia offered by eight faculty members from the five campuses specializing in different aspects of Eurasian Studies.
Second semester. Amherst College

Theater

Robert Kaplowitz, Visiting Lecturer in Sound Design (at the University in the Five College program).

Theater 393s. Theatrical Sound Design

Introduction to the art and craft of theatrical sound design, including techniques for reading and understanding plays in relation to sound, and translating that understanding into sonic responses. Students will learn how to look at a play from a design-based dramatical point of view, exploring how to translate emotional and intellectual responses into sound, music, and noise, as well as organizing the developing sound plots through documentation. Course will include hands-on understanding of technological tools to build and execute their visions, culminating in sound design projects for real scenes.
First Semester. University of Massachusetts

TheAT 128 f. Sound Design I

This course examines the theory, practice, and history of theatrical sound design. The course will make use of classroom projects and the current Rooke Theatre productions to develop the students' sound designs. We will use computers extensively for editing and playback.
First Semester: Mount Holyoke College

Spring courses at the University and Hampshire College to be announced.
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
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
Five College Certificate in Asian/Pacific/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

Other Affiliated Smith College Faculty
Ambreen Hai, Department of English
Kimberly Kono, Department of East Asian Languages and Literatures
Dennis Yasutomo, Department of Government
Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley.

Each student pursuing the Buddhist studies certificate will choose, in consultation with the Buddhist studies adviser at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist studies courses listed on the Web site (www.fivecolleges.edu/sites/buddhism/courses/; this list is subject to modification from year to year). Two others may be drawn from this list or may be chosen from elsewhere in the Five Colleges to support the student’s Buddhist studies program from other disciplinary perspectives. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

For students who may wish to pursue a certificate in Buddhist studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). Up to two courses in a relevant language can count towards the certificate, although we strongly encourage these students to continue language study beyond the first-year level. Language study is not required, however.

**List of Requirements:**

1. The certificate comprises at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at 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 Tibetan-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.

**Interested students should contact the faculty coordinator at their campus to enroll in the program:**
- Amherst – Maria Heim, mheim@amherst.edu
- Hampshire – Abraham Zablocki, azablocki@hampshire.edu
- Mount Holyoke – Susanne Mrozik, smrozik@mtholyoke.edu
- Smith – Jamie Hubbard, jhubbard@email.smith.edu
- University of Massachusetts – Reiko Sono, rsono@asianlan.umass.edu
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 adviser 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 advisors and FCC&MS steering committee members (*) are:
Amherst College: Whitey Hagadorn*, Ethan Temeles*
Hampshire College: Charlene D’Avanzo*, Steve Roof
Mount Holyoke College: Jill Bubier, Stan Rachootin*, Al Werner
Smith College: H. Allen Curran*, Paulette Peckol*, L. David Smith*
University of Massachusetts: Bruce Byers*, 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. Advisers 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.

The application form and current list of approved courses can be downloaded at www.fivecolleges.edu/sites/marine/certificate.
Five College Certificate in Cognitive Neuroscience

Cognitive neuroscience is the study of the mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The field of cognitive neuroscience has grown substantially during the past twenty years. President Bush designated the 1990s as "The Decade of the Brain" in an effort to enhance public awareness of the benefits to be obtained from brain research. The field of cognitive neuroscience currently is at the forefront of research providing profound insights into the neural substrate of cognitive functioning, through cutting-edge technologies and innovative experimental paradigms.

This certificate is designed to offer a unique opportunity for undergraduate students in the Five Colleges to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The interdisciplinary program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy, and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

This certificate encourages the student to follow a program of study distinct from, and yet complementary to, current offerings such as a major in neuroscience or psychology.

Areas of study

1. Overview of cognitive science
   Rationale: Provides the student with a broad outlook of issues related to cognitive science.

2. Scientific foundations (physics, computer science, chemistry, biology)
   Rationale: Provides the student with greater coverage of a topic supporting the cognitive neuroscience framework. To be determined under the guidance of the student's Cognitive Neuroscience Certificate faculty adviser. It is recommended that this course be in an area outside of the student's major.

3. Research methods, design and analysis
   Rationale: Provides the student with the methodological foundation needed to understand, interpret, and conduct basic research.

4. Philosophy of mind
   Rationale: Provides the student with fundamental philosophical insights on the mind-body problem, a key issue in the field of cognitive neuroscience.

5. Neuroscience (neuroanatomy and neurophysiology)
   Rationale: Provides the basics in brain anatomy and function.

6. Advanced topics
   Rationale: Provides more in-depth coverage of empirical and theoretical issues central to cognitive processes.

Requirements:
Students must complete at least one course in each of the areas of study. Students must also complete at least one semester of independent research through a thesis, course project, or special study. The course project may be completed in conjunction with one of the classes listed under the Research Methods areas. An adviser-approved summer research project would also meet the research requirement.

For a list of the courses offered throughout the Five-College Consortium that are currently approved to fulfill the Cognitive Neuroscience Certificate requirements, please see the program's Web site www.fivecolleges.edu.
Five College Certificate in Culture, Health and Science

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty program advisers on each campus, students choose a sequence of courses available within the five campuses, and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

I. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.

II. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.

III. Population, health, and disease: the relationship among social, behavioral, economic, and other aggregate population forces and human health and disease.

IV. Healers and treatment: the organization, interpretation, and function of healers and treatment.

V. Ethics and philosophy: structures of knowledge about health and health care decision-making, including ethical and philosophical issues.

VI. Research design and analysis: concepts of evidence, data collection, research ethics, measurement, and/or analysis.

Requirements:
The Five College Certificate in Culture, Health, and Sciences consists of seven courses with a grade of “B” or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories I and II, and to take courses in Category II that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or sub-organism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study, or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student’s major can count toward the certificate. Certificate students are strongly urged to take at least four semesters— or its equivalent— of a second language. Such language training may be required for students seeking internships and summer research positions available through the Program.

For further details consult the Smith College representative:
Suzanne Z. Gottschang, Department of Anthropology.
www.fivecolleges.edu/sites/chs
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.
"How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence."
— V.K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: philosophy, mathematics, computer science, and linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

The basic requirement for the logic certificate is six courses from the list of Five College logic courses. No more than four courses can be counted towards the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).

At least two courses must be taken at an advanced level (500 or above at UMass, 300 or above at Smith, Hampshire or Mount Holyoke, 30 or above at Amherst).

At least one course should expose students to the basic metatheory of first order logic including incompleteness. Courses satisfying this requirement include:

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Students must receive grades of at least ‘B’ in each course counting towards the certificate.

For a complete list of courses fulfilling certificate requirements, consult the program Web site, www.fivecolleges.edu/sites/logic listed with other certificate programs at the Five College Web site (www.fivecolleges.edu). Or consult a program adviser (Alexander George, Philosophy, Dan Velleman, Mathematics).

Complete list of logic courses

Introductory symbolic logic courses:
Smith, Logic 100, Logic 101, Philosophy 202
Amherst, Philosophy 13
UMass, Philosophy 110

Critical thinking courses:
UMass, Philosophy 192R
Mount Holyoke, Philosophy 210

Introductory symbolic logic for mathematics students:
Amherst, Math 34
UMass, Philosophy 513, 514
Mount Holyoke, Philosophy 225

Incompleteness:
Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Various topics in logic and philosophy:
Smith, Philosophy 203
Amherst, Philosophy 50
UMass, Philosophy 310, 511, 512, 594, 710
Hampshire, CS 210

Various topics in computer science:
Smith, Computer Science 250, 270, 290, 294
Amherst, Computer Science 14, 24, 38
UMass, CMPSCI 601
Hampshire, CS 175, CS 236

Various topics in mathematics:
Smith, 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 lecture has been delivered by JC Beall, Graham Priest, Marcia Groszek, Raymond Smullyan, Anil Gupta and Barbara Partee. The 2006-07 lecture was delivered by Professor Penelope Maddy of the University of California, Irvine.
Five College Certificate in Middle East Studies

The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the five colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with an adviser from their home institution. The program is administered by the Five College Committee for Middle East studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the five colleges will be counted as contributing toward the fulfillment of certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements:

1. Knowledge equivalent to at least two years of college study of a language of the region. Arabic and Modern Hebrew are currently taught in the Five Colleges; in consultation with an adviser, other languages of the region may be substituted.
2. Two introductory courses providing a historical overview of the medieval and modern periods.
3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.
   - Group one: Religion/Philosophy
   - Group two: History/Literature/Arts
   - Group three: Social Sciences
   - Group four: Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (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 Web site at 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 adviser from her or his campus.

A. One foundation course. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native Studies theories, pedagogies and methodologies. For a list of foundation courses offered in the current academic year, please consult a program adviser or go to the program's Web site (www.fivecolleges.edu/sites/natam).

B. At least six additional courses. For a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate go to the Program’s Web site (www.fivecolleges.edu/sites/natam). The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisors in consultation with the Committee.)

C. Grades. Students must receive a grade of B or higher in all 7 courses to receive a Certificate.

Smith College Advisers:
Nancy Mithlo, Department of Anthropology
Neal Salisbury, Department of History
This Certificate Program (currently approved by Amherst College, Mount Holyoke College, and Smith College) offers students the opportunity to take advantage of the significant multidisciplinary resources in the Five Colleges on Russia, Eastern Europe and Eurasia. The certificate consists of a minimum of six courses. Courses applied to the certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly updated by the Five College Committee for Russian, East European and Eurasian Studies.

Course Requirements:
A. The program’s core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses and will introduce an interdisciplinary perspective on the historical and contemporary experiences of the peoples of Russia, Eurasia (here understood as the former republics of the Soviet Union), and Eastern (and Central) Europe. The course will include guest lectures by noted specialists in the Five Colleges.
B. Five additional elective courses, distributed as indicated below. (Independent study courses may be included, assuming approval by the student’s campus program adviser.)
C. At least four courses, including the core course, must be taken within the Five Colleges.

Language Requirement
Students receiving the certificate must possess proficiency in a language of one of the certificate regions equivalent to the level achieved after four semesters of post-secondary course work. This proficiency may be demonstrated by course work or examination.

Study Abroad
Students are encouraged to study abroad in one of the certificate regions.

Elective Course Distribution
In electing the five courses satisfying the certificate requirements, the following guidelines should be observed:
A. Courses should be drawn from more than one of the three geographical areas: Russia, Eurasia (here understood as the former republics of the Soviet Union), and Eastern (and Central) Europe.
B. At least one of the elective courses must focus on a period before the 20th century.
C. At least one course must be taken from each of the following disciplinary categories: history, social sciences, and humanities/arts. No single course can fulfill more than one disciplinary distribution requirement.
D. Elementary or intermediate language courses cannot be included as one of the five electives. A language course beyond the intermediate level can be counted toward one of the electives.
E. Credit for one-time courses, special topics courses and transfer or study abroad courses requires approval from the home campus faculty adviser to the program.

Students who wish to apply for the certificate can download the application form below and submit it to on-campus advisers.

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

**Program of Study**

1. Introduction to Film (must be taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

A thesis is optional; students should check with their home campus adviser.

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

**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
The Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester’s end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes, and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20-30 minute oral exam; from that exam, the professor determines a grade for the course.

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 self-instructional language program is administered in the Five College Center for the Study of World Languages, 102 Bartlett Hall, University of Massachusetts, by the Center’s director, Elizabeth H.D. Mazzocco.
The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational, and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 212. 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 2007–08, the college will field the following intercollegiate teams:

**Basketball.** Season: October 15–March. Practice hours: M T W Th F 4–6 p.m., coach to be announced.

**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 Caitlin Hurst, novice crew coach.

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

**Field Hockey.** Season: September–November and April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., coach to be announced.

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

**Skiing.** Season: January–March. Practice hours: October 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 4:30–6:30 p.m., Phil Nielsen.

**Softball.** Season: February–May and Sept 15–October 15. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., Julie Perrelli.

**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 F 4–6 p.m., F 3:30–5:30 p.m., Christine Davis.

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

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**B. Recreation and Sport Clubs**

The focus of the recreation program is on regular, non-credit fitness activities as well as one-day special event competitions and house intramural competition. The fitness activities may include aerobic dance, kickboxing, weight lifting clinics, pilates, awesome abs, and yoga. The 34 houses vie with friendly rivalry in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon, and Midnight Madness. Intramurals are sponsored in soccer, basketball, and softball. 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 10 clubs: Fencing, Golf, Ice Hockey, Kung Fu, Outing, Riding (dressage), Rugby, Synchronized Swimming, Ultimate Frisbee, and Water Polo.
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Kathryn Addelson
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David Ball
Professor Emeritus of French Language and Literature and Comparative Literature (2002)

Charles Cutler
Professor Emeritus of Spanish and Portuguese (2002)

Ronald Perera
Elsie Irwin Sweeney Professor Emeritus of Music (2002)

Philip D. Reid
Louise C. Harrington Professor Emeritus of Biological Sciences (2002)

James Sacré
Doris Silbert Professor Emeritus in the Humanities (French Language and Literature) (2002)

Malcolm B. E. Smith
Professor Emeritus of Philosophy (2002)

Richard White
Professor Emeritus of Astronomy (2002)

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L. Clark Seelye Professor Emerita of History (2003)

Robert T. Averitt
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Thomas Sieger Derr, Jr.
Professor Emeritus of Religion and Biblical Literature (2003)

Jaroslaw Volodymyr Leshko
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Associate Provost and Dean for Academic Development, Chair, non-voting (John Davis); Jay Garfield (2009); Roger Kaufman (2009); Dana Liebsohn (2010); Alan Rudnitsky (2010); Susan Voss (2010); Faculty Council Representative, non-voting (Elliot Fratkin)

Faculty Council
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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.