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 adviser for equity complaints, College Hall 103, (413) 585-2141, or visit www.smith.edu/diversity.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The college is required by law to publish an annual report with 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 report are available from Campus Police, 126 West Street, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to the director of Campus Police at (413) 585–2491.

SMITH COLLEGE CATALOGUE

September 2012

All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

The course listings on pp. 69–480 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.

Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

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<td>A 8:50 a.m.</td>
<td>AB 9:00 a.m.</td>
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<td>B 8–9:50 a.m.</td>
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<td>C 10–10:50 a.m.</td>
<td>D 10–11:50 a.m.</td>
<td>D 10–11:50 a.m.</td>
<td>D 10–11:50 a.m.</td>
<td>BC 9–10:50 a.m.</td>
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<td>E 1:10–2:30 p.m.</td>
<td>F 2:40–4 p.m.</td>
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<td>F 2:40–4 p.m.</td>
<td>E 1:10–2:30 p.m.</td>
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<td>G 9–10:50 a.m.</td>
<td>H 10:30–11:50 a.m.</td>
<td>H 10:30–11:50 a.m.</td>
<td>H 10:30–11:50 a.m.</td>
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<td>I 1:10–2:30 p.m.</td>
<td>J 1:45–2:30 p.m.</td>
<td>I 1:10–2:30 p.m.</td>
<td>I 1:10–2:30 p.m.</td>
<td>E 10–11:50 a.m.</td>
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<td>K 3–4:50 p.m.</td>
<td>L 4–4:50 p.m.</td>
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<td>E 10–11:50 a.m.</td>
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<td>W 7:30–8:30 p.m.</td>
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<tr>
<td>X*</td>
<td>**</td>
<td>Y*</td>
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<td>Z*</td>
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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.
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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 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 is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process.
Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus; arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. vi, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. You may be able to make appointments to meet with office staff at other times, including holidays. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, e-mail or appointment.

Admission
Audrey Smith, Associate Vice President for Enrollment
Debra Shaver, Dean of Admission
7 College Lane, (413) 585-2500; (800) 383-3232
We urge prospective students to make appointments for interviews in advance with the Office of Admission. The Office of Admission schedules these appointments from 9 a.m. to 3 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please visit www.smith.edu/admission for details.

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

Academic Standing
Maureen A. Mahoney, Dean of the College and Vice President for Campus Life
College Hall, (413) 585-4900
Jane Stangl, Dean of the First-Year Class
Margaret Bruzelius, Associate Dean of the College, Dean of the Senior Class and Juniors I–Z

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

Alumnae Association
Mary Ann Hill, Interim Director
Alumnae House, (413) 585-2020

Career Planning and Alumnae References
Stacie Hagenbaugh, Director of the Lazarus Career for Career Development
Drew Hall, (413) 585-2570

College Relations
Laurie Fenlason, Vice President for Public Affairs
Garrison Hall, (413) 585-2170

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

Disability Services
Laura Rauscher, Director of Disability Services

Graduate and Special Programs
Danielle Carr Ramdath, Associate Dean of the Faculty and Director of Graduate Study
College Hall, (413) 585-3000

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

Religious and Spiritual Life
Jennifer Walters, Dean of Religious Life
Helen Hills Hills Chapel, (413) 585-2750

School for Social Work
Carolyn Jacobs, Dean
Lilly Hall, (413) 585-7950

Student Affairs
Julianne Ohotnicky, Dean of Students
College Hall, (413) 585-4940

Transcripts and Records
Patricia O’Neil, Registrar
College Hall, (413) 585-2550
Academic Calendar 2012–13

Fall Semester 2012

Wednesday, August 29, and Thursday, August 30
Central check-in for entering students

Thursday, August 30–Wednesday, September 5
Orientation for entering students

Wednesday, September 5, 7 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 8
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
Examinations

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

Interterm 2013

Thursday, January 3–Wednesday, January 23

Spring Semester 2013

Monday, January 21–Wednesday, January 23
Orientation for entering students

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

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

Saturday, March 16–Sunday, March 24
Spring recess (Houses close at 10 a.m. on March 16 and
open at 1 p.m. on March 24.)

Monday, April 8–Friday, April 19
Advising and course registration for the first semester
of 2013–14

Thursday, May 2
Last day of classes

Friday, May 3–Monday, May 6
Pre-examination study period

Tuesday, May 7–Friday, May 10
Final examinations

Saturday, May 11
Houses close for all students except ’13 graduates,
Commencement workers and those with Five College
finals.

Sunday, May 19
Commencement

Monday, May 20
All houses close at noon.

The calendar for the academic year consists of two
semesters separated by an interterm of approximately
three weeks. Each semester allows for 13 weeks of
classes followed by a pre-examination study period and
a four-day examination period. Please visit www.smith.
edu/academiccalendar for further details.
Smith College
Mission and History

Mission

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

Values

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

History of Smith College

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

Smith began in the 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 members 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 practical life” of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton’s Main Street. For study and worship, students used the town’s well-endowed public library and various churches. Instead of a dormitory, students lived in a “cottage,” where life was more familial than institutional. Thus began the “house” system that, with some modifications, the college still employs today. The main lines of Smith’s founding educational policy, laid down in President Seelye’s inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye’s administration, the college prospered mightily. Its assets grew from Sophia Smith’s original bequest of about $400,000 to more than $3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women’s basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-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 any writing or teaching that might seem left of center. In defending his faculty members’ right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith’s Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright’s term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

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

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

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

In the late 1960s and early 1970s another important movement—the women’s movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women’s education, and her administration was marked by three major accom-
plishments: 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.

When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith’s student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith’s continuing moral and intellectual commitment to diversity.

In Dunn’s decade as president, the college raised more than $300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while upholding the same academic standards) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In 1995 Ruth Simmons became Smith’s ninth president, the first African-American woman to head any top-ranked American college or university. Simmons galvanized the campus through an ambitious campuswide self-study process that resulted in a number of landmark initiatives, including Praxis, a program that allows every Smith student the opportunity to elect an internship funded by the college; an engineering program, the first at a women’s college; programs in the humanities that include a poetry center and a peer-reviewed journal devoted to publishing scholarly works by and about women of color; and curricular innovations that include intensive seminars for first-year students and programs to encourage students’ speaking and writing skills.

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

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith’s 10th president in 2002, leading the institution through the economic downturn of 2002 and the global financial crisis of 2008. Christ’s administration has been characterized by an energetic program of outreach, innovation and long-range planning—including financial and capital planning—to position Smith for optimal success in a changing higher education landscape. She launched a review, conducted by members of the Smith faculty and outside scholars, to determine the distinctive intellectual traditions of the Smith curriculum and areas on which to build. Issued in 2007, The Smith Design for Learning: A Plan to Reimagine a Liberal Arts Education builds upon Smith’s history of pedagogical innovation, identifying priority areas—among them, global studies, environmental sustainability, and community engagement—for significant investment over the coming decade.

In the area of capital planning, a number of major building projects have come to fruition during Christ’s tenure: the renovation and expansion of the Brown Fine Arts Center; a dramatic new campus center; a renovated Lyman Conservatory; the impressive Olin Fitness Center; new homes for the Poetry Center and the Mwangi Cultural Center; the renovation of Lilly Hall, home of the college’s School for Social Work; and the construction of Conway House, an apartment building for Ada Comstock Scholars with children. Ford Hall, a state-of-the-art, sustainably designed classroom and laboratory facility named in recognition of its lead donor, the Ford Motor Company Fund, opened in 2009; it serves as home to the college’s pioneering Picker Engineering Program as well as the departments of molecular biology, chemistry, biochemistry and computer science. Under Christ’s leadership, Smith has
made significant commitments to environmental sustainability in its curriculum and campus operations, including the construction of a cogeneration facility for power and heat and the dedication of the MacLeish Field Station, a 200-acre woodland tract in Whately, Mass., for environmental education and research.

Over the decade of Christ’s leadership, the student body has become notably more diverse and international, reflecting a commitment to educating students who are prepared to assume leadership roles around the world. Christ has extended Smith’s global ties, through partnerships such as Women’s Education Worldwide, an organization of women’s colleges in 20 countries, and the Women in Public Service Project, a founding partnership of the Department of State and the five leading U.S. women’s colleges to train a new generation of women to enter the public sector with the skills and passion to address global challenges. In spring 2012, Smith agreed to serve as the academic planning partner for a new liberal arts university for women, the Asian Women’s Leadership University, in Malaysia.

Smith continues to benefit from a dynamic relationship between innovation and tradition. The college is still very much a part of Northampton, a vibrant cultural center. The majority of students still live in college houses, each with its own common rooms, in accord with the original “cottage” plan. And while Smith’s curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to emerging intellectual developments, offering majors or interdepartmental programs in such fields as engineering, environmental science and policy, the study of women and gender, Global South development, neuroscience, Latin American and Latino/a studies, and Jewish studies, as well as concentrations—programs combining intellectual and practical experience—in such areas as biomathematical sciences, South Asia and archives. A vigorous culture of student-faculty research and scholarship continues to characterize the Smith experience, evidenced in part by the receipt of record-setting funding from the National Science Foundation over the last decade. Were Sophia Smith to visit the campus today she would no doubt find her vision realized, as students at her college, young women of extraordinary promise and ambition, prepare themselves for lives of leadership and distinction.
The William Allan Neilson Chair of Research

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

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

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


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

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

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

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

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

Edgar Wind, Ph.D.; Art, 1944–48

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

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


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

Alfred Kazin, M.A.; English, 1954–55

Harlow Shapley, Ph.D., 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


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


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
The Ruth and Clarence Kennedy Professorship in Renaissance Studies

The Ruth and Clarence Kennedy Professorship in Renaissance, commemorating the Kennedys’ commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars.

Charles Mitchell, M.A.; Art, 1974–75
Felix Gilbert, Ph.D.; History, 1975–76
Giuseppe Billanovich, Dottore di Letteratura Italiana; Italian Humanism, second semester, 1976–77
Jean J. Seznec, Docteur ès Lettres; French, second semester, 1977–78
Hans R. Guggisberg, D.Phil.; History, first semester, 1980–81
Alistair Crombie, Ph.D.; History of Science, second semester, 1981–82
John Coolidge, Ph.D.; Art, second semester, 1982–83
Howard Mayer Brown, Ph.D.; Music, first semester, 1983–84
Hendrik W. van Os, Ph.D.; Art, first semester, 1987–88
George Kubler, Ph.D.; Art, second semester, 1989–90
Susan Donahue Kuretsky, Ph.D.; Art, second semester, 1991–92
Diane De Grazia, Ph.D.; Art, second semester, 1993–94
Larry Silver, Ph.D.; Art, first semester, 1994–95
Andrée Hayum, Ph.D.; Art, second semester, 1994–95
Mark P. O. Morford, Ph.D.; Classical Languages and Literatures, 1995–96
Kenneth R. Stow, Ph.D.; Jewish Studies, 1996–97
AnnaMaria Petrioli Tofani, Dottore in Lettere; Art and Italian Language and Literature, first semester, 1997–98
Nancy Siraisi, Ph.D.; History of Sciences, first semester, 1998–99
Keith Christiansen, Ph.D.; Art, first semester, 1999–2000
Phyllis Pray Bober, Ph.D.; Art, first semester, 2001–02
Alison Brown, M.A.; History, first semester, 2001–02

Judith Plaskow, Ph.D.; Women’s Studies and Jewish Studies, second semester, 1996–97
Irwin P. Ting, Ph.D.; Biological Sciences, first semester, 1997–98
Ruth Klüger, Ph.D.; German Studies, first semester, 1998–99
Romila Thapar, Ph.D.; Religion and Biblical Literature, second semester, 1998–99
Margaret Lock, Ph.D.; Anthropology, first semester, 1999–2000
Thomas Greene, Ph.D.; English Language and Literature, first semester, 2000–01
Carolyn Cohen, Ph.D.; Biochemistry/Biological Sciences, second semester, 2001–02
Nuala Ni Dhombnaill; Comparative Literature, first semester, 2002–03
Lauren Berlant, Ph.D.; Women’s Studies, first semester, 2003–04
Nawal El Saadawi, M.D.; Comparative Literature, first semester, 2004–05
Frances Fox Piven, Ph.D.; Political Science and Sociology, second semester, 2006–07
Mohd Anis Md Nor, Ph.D.; Music, Dance and Theatre, first semester, 2007–08
János Pach, Ph.D.; Mathematics and Statistics, first semester, 2008–09
Randolph Hester, M.L.A.; Landscape Studies, second semester, 2009–10
Wayne Meeks, Ph.D.; Religion, first semester, 2010–11
Melinda Wagner; Music, second semester, 2011–12
Evelyn Fox Keller, Ph.D.; Mathematics and Statistics, Biomathematics, and the Study of Women and Gender, second semester, 2011–12
Patricia Williams, J.D.; Philosophy, second semester, 2012–13
Harry Berger, Jr., Ph.D.; Comparative Literature, first semester, 2002–03

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

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

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

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

Caroline Elam, Hon.D.Arts.; Art, second semester, 2007–08

Rosemarie Mulcahy, Ph.D.; Art, second semester, 2008–09

Aileen Ribeiro, Ph.D.; Theatre, first semester, 2009–10

Peter Stallybrass, Ph.D.; Comparative Literature, first semester, 2010–11

Michael Bury, M.A.; Art, first semester, 2011–12

Suzanne Folds McCullagh, Ph.D.; Art, first semester, 2012–13
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. 29). 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 historical- ly 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
   1. writing clearly
   2. speaking articulately
   3. reading closely
   4. evaluating and presenting evidence accurately
   5. knowing and using quantitative skills
   6. applying scientific reasoning
   7. engaging with artistic creation and expression
   8. working both independently and collaboratively

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

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

The Writing Requirement

Each first-year student is required, during her first or second semester at Smith, to complete with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. Effective Spring 2012, Ada Comstock Scholars and transfer students will also be required to complete at least one writing-intensive course, with a grade of C- or higher, during their first two semesters at Smith. The WI requirement can be satisfied before matriculation based on transcript review by the registrar, in conjunction with the writing committee. Writing intensive courses will devote a significant amount of class time to teaching students to write with precision, clarity, economy and some degree of elegance. That is to say,

1) to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions, and a purpose clear to the intended audience;
2) to support an argument and to enrich an explanation with evidence;
3) when appropriate, to identify and to evaluate suitable primary and secondary sources for scholarly work, demonstrating awareness of library 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 64 credits outside the department or program of her major. The curricular requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering. Furthermore, students who wish to become eligible for Latin Honors (see p. 29) at graduation or who wish to have Liberal Arts Commendation indicated on their transcripts must elect at least one course (normally four
credits) in each of the seven major fields of knowledge listed previously. Each student has the freedom and responsibility to choose, with the help of her academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

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. Normally, cross-listed and dual-prefixed courses are also considered to be inside the major.

Students declare their majors no later than the registration period during the second semester of the sophomore year but may declare them earlier. Once the major is declared, a member of the faculty in the major department, either chosen or assigned, serves as the student’s adviser.

Major programs are offered by the following departments:
- Afro-American Studies
- Anthropology
- Art
- Astronomy
- Biological Sciences
- Chemistry
- Classical Languages and Literatures
- Computer Science
- Dance
- East Asian Languages and Literatures
- Economics
- Mathematics and Statistics
- Education and Child Study
- Engineering
- English Language and Literature
- French Studies
- Geosciences
- German Studies
- Government
- History
- Italian Language and Literature
- Italian Studies
- Russian Language and Literature
- Music
- Philosophy
- Physics
- Psychology
- Religion
- Sociology
- Spanish and Portuguese
- Theatre
- Jewish Studies
- Latin American and Latino/a Studies
- Medieval Studies
- Neuroscience
- Study of Women and Gender

Interdepartmental majors are offered in the following areas:
- American Studies
- Biochemistry
- Comparative Literature
- East Asian Studies
- Environmental Science and Policy
- Film Studies
- Jewish 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 14.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates. In addition, the college will recognize the completion of no more than one concentration for each student. Normally, only three courses from any one major may count toward both the student’s major and the concentration. No minor or second major may be in the same department or program as the first major.

The Minor

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

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

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

Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project. Examples of self-designed majors include linguistics, exercise science and logic.

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

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

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all 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 dean of the senior class.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student’s major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student’s home institution. Current certificate programs require that the student earn a grade of B or above in all courses counting for the certificate and many require students to demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured. (See pages 442–461 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 devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional...
The Academic Program

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 219.

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 133 for important information.

Prelaw Advising

Law schools accept students from any major; there is no prelaw curriculum. Students interested in pursuing a law degree are encouraged to pick up or print off a copy of the 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. Consult the Academic Rules and Procedures section for maximum credit limits in each category. 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 46–47. Information about expenses and how to apply for financial aid can be found on pages 36 and 39. 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 or undertake research that results in a significant thesis or project within their major department or program during the senior year. Interested students should consult the director of honors in the major department or program about application criteria, procedures and deadlines. Students must have permission of the major department or program to enter the Departmental Honors Program. Information regarding the Departmental Honors Program may also be obtained from the dean of the senior class.

Independent Study Projects/Internships

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

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a 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 two to four semesters working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 15 and April 15 of the student’s junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a group of related papers, an original piece of work, such as a play, or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from the dean of the senior class.

Study Abroad Programs

Smith College offers a wide variety of study abroad opportunities, from Smith’s own programs in Western Europe to Smith consortial and other approved programs all over the world. For the Smith Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a program application must be filed by February 1 in the Office for International Study. For all other study-abroad programs, students must submit a study-abroad credit application by February 15 for fall, full year or spring semester study. Students should contact the Office for International Study for information on deadlines and procedures since some spring semester programs allow for a later application deadline. www.smith.edu/studyabroad.

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

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

All students who wish to study abroad must obtain approval from the Office for International Study. Students must be in good standing in academic and student conduct matters with a minimum GPA of 3.0, have a declared major and have no shortage of credit at the time of application to be approved for study abroad. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College. Any student wishing to spend any part of the senior year abroad must petition the Administrative Board through the class dean.

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

In all instances, Smith reserves the right to approve, retract or deny a student’s participation on study abroad.

Smith College Study Abroad Programs

The Smith College Study Abroad Programs provide students in a variety of disciplines the opportunity for
study in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). During the academic year students board with local families (Paris and Florence) or live in student residence halls (Geneva and Hamburg). During vacations the college assumes no responsibility for participants in the Smith programs, and students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

The Paris and Florence programs last a full academic year. Students may study in Hamburg for a year or the spring semester, or in Geneva for a semester or a year. A student studying on a Smith College program will normally receive 34 credits for the academic year or 16–18 credits for a semester.

To be eligible to apply, students must have a minimum cumulative grade point average of 3.0 (B), a declared major and appropriate language background, depending upon the program requirements. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year.

Applications for Smith programs are reviewed by a selection committee. The selection process is competitive. Participants are selected from both Smith College and other colleges. Applications for the fall or year Smith College programs, including recommendations, are due in the Office for International Study by February 1. Applications for spring semester programs in Hamburg and Geneva are accepted on a rolling admission basis beginning February 1 with final deadlines of April 26 for Geneva and October 15 for Hamburg.

Normally, students who withdraw from a Study Abroad Program are withdrawn from Smith and may not return to the college the following semester. Please refer to the Institutional Refund Policy for additional information regarding institutional charges and financial aid adjustments.

Florence
The year in Florence begins with three weeks of intensive study in Italian language and culture, history and art history. Students take courses offered especially for Smith by university professors at the Smith Center. During the spring semester, students enroll in one or two courses at the Università di Firenze in the humanities, political science and education. Limited course options are also available in other subjects. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language.

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

The program begins with a three-week orientation including intensive French language study, Swiss culture and history courses and excursions. The academic year in Geneva begins in mid-September and continues until early June. During the semester, students study in French and/or English, and follow one of three tracks:

A. Geneva International Internship Semester. Intern at an international organization 3–4 days per week, study French, take History of International Organizations at the Smith Center, and enroll in one university course. Available fall or spring. Requires 3.0 GPA. Ability to communicate at the elementary and intermediate levels.

B. University Studies in French or English. Enroll in 4–5 Smith Center and university courses each semester, including French language. Part-time internship optional. Available fall, spring or academic year. Requires 3.0 GPA. Two years of college-level French required for fall or year. One year of college-level French required for spring.

C. Advanced Program in International Studies and Development. Enroll in two graduate-level courses at the Graduate Institute of International and Development Studies, and 2–3 university courses each semester. French language courses also required. Part-time internship optional. Available for academic year only. Requires 3.5 GPA, 2 years college-level French.

Hamburg
The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a four-week vacation during which students are free to travel. The yearlong program begins with a four-week cultural orientation program in Hamburg providing language review, an introduction to cur-
rent affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year, the students are fully matriculated at the Universität Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials to support their university course work. The program is open to students in every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, environmental science, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology.

The program offers a one-semester study option in the spring semester for students with one to two years of college German who may select courses in English or German, including German language, a core course on environmental studies taught in English by a University of Hamburg professor, and university courses taught in German and English.

### Paris

The program in France begins with a three-week orientation devoted to intensive language study, supplemented by courses, lectures and excursions. In mid-September, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued at the Université de Paris; for example, art history at the Institut d’Art et d’Archéologie; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV); natural sciences at Paris VII; and political science at Institut d’Études Politiques. University courses may be supported with tutorials. Courses and seminars are also arranged exclusively for Smith students and offered at the Smith Center. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

### Smith Consortial and Approved Study Abroad Programs

Smith consortial and other approved programs are available in all regions of the world, including Latin America, Asia, the Middle East, Oceania, Africa, the United Kingdom, and Europe. Smith consortial and approved study-abroad programs are selective but generally open to students with a strong academic background, sufficient preparation in the language and culture of the host country and a minimum GPA of 3.0. In order to earn credit for study abroad on these programs, students must apply to the program for admission and also to the Office for International Study for approval to earn study abroad credit.

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

- **Associated Kyoto Program (AKP)**
  Smith is one of the 15 institutional sponsors of the yearlong AKP program in Japan. 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 six sponsors of the semester or yearlong program in Cordoba, Spain, and conducts the selection process for Smith applicants. Interested students should consult faculty in the Department of Spanish and Portuguese.

- **South India Term Abroad (SITA)**
  Smith is one of nine sponsors of this fall, spring or yearlong program located in the ancient city Madurai, in the state of Tamil Nadu, South India. Interested students should consult the Office for International Study.

- **Program for Mexican Culture and Society in Puebla (PMGSP)**
  This program is offered in collaboration with the Benemérita Universidad Autónoma de Puebla (BUAP), one of Mexico’s leading public universities. Interested students should consult faculty in the Department of Spanish and Portuguese.

- **Associated Colleges in China (ACC)**
  This intensive language and culture program in Beijing is a Chinese language program offered in collaboration with Hamilton College and Minzu University of China (MUC) in Beijing in the fall and spring terms. Interested students should consult with Assistant Professor Sujane Wu, East Asian languages and literatures.

- **Intercollegiate Center for Classical Studies in Rome (ICCS)**
  This program in Rome, Italy, was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100 and includes Smith. Interested students should consult with Justina Gregory, Sophia Smith Professor of Classical Languages and Literatures.
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 pages 299–300. 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 and the American Studies Web site.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, and Wheaton. The program also includes two one-semester programs: the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams–Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College. The exchange is open to a limited number of students with a minimum 3.0 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange. Smith financial aid and work study do not carry to the host institution, but federal and state loans will carry.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social, and academic regulations of that institution. The course of study to be followed at the host institution must be approved in advance by the student’s major adviser at Smith College. All grades earned through exchange programs are recorded on the Smith transcript but are not included in the Smith GPA and therefore are not included in the calculation of honors. Application forms are available in the class deans’ office and on the class deans’ Web site.

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 and on the class deans’ Web site.

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 and on the class deans’ Web site.

Princeton-Smith Engineering Exchange

An exchange program between Princeton University and Smith College permits students from Smith’s Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. This program is available to student in the spring semester of their sophomore or junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic adviser. Applications must be submitted to the Director of Engineering by October 20, and the candidates will be notified by November 15. If accepted, the Smith student must submit a leave of absence form to the junior class dean by December 1.
Smith’s 147-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

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

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 130 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and 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 1.6 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries worldwide through our interlibrary loan service. The libraries’ Web site (www.smith.edu/libraries) links students to the Five College Library catalog, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, to eBooks and ejournals and to research tools and help.

The William Allan Neilson Library, named after Smith’s third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases nearly 40,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. Home to the book studies concentration, the Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

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

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized
resources and services in specific subject areas. The three branches, described in sections below, are the 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: 7:30 a.m.–1 a.m.
- Friday: 7:30 a.m.–9 p.m.
- Saturday: 10 a.m.–9 p.m.
- Sunday: 10 a.m.–1 a.m.

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

**Clark Science Center**

The Clark Science Center is composed of five interconnected buildings housing eight academic departments (astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology) and four programs (biochemistry, engineering, environmental science and policy, and neuroscience), with approximately 90 faculty and 30 staff.

The center includes Ford, Burton, Sabin-Reed, McConnell and Bass Halls and the Young Science Library. These facilities meet the most exacting specifications for cutting-edge research and experimentation, as well as “hands-on” experiential learning. Science center facilities include traditional and computer classrooms, research labs, interdisciplinary research centers, seminar rooms, case-study rooms and faculty offices. Teaching laboratories customarily enroll between 12 and 20 students and are faculty taught. A wide variety of summer research opportunities are available to students, both on and off campus.

The educational mission of the Clark Science Center’s departments and programs is supported by an administrative office, stockroom, Center for Design and Fabrication, environmental health and safety services, science diversity programming and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 123,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet.

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

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

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

**Brown Fine Arts Center**

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

Hillyer Art Library houses collections of more than 123,000 volumes, 180 current periodicals, and a broad range of bibliographic databases and full-text electronic resources. The 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.

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

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

**Museum hours**
- Tuesday–Saturday: 10 a.m.–4 p.m.
- Sunday: noon–4 p.m.
- Second Fridays: 10 a.m.–8 p.m.
  (4– 8 p.m. free to all)
- Closed Mondays and most major holidays
Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college’s commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the TV studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 106,000 books and scores, 3,000 video recordings and 60,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in Sweeney Concert Hall, the gracious 650-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours
Sunday 1–10 p.m.
Monday–Thursday 10 a.m.–10 p.m.
Friday 10 a.m.–5 p.m.

Hours vary during reading and exam periods, intersession, vacations and holidays. It will be closed during the summer.

Poetry Center

Located on the first floor of Wright Hall, the Poetry Center is a bright, serene reading room, with a library that includes signed copies of books by all the poets who have visited Smith since 1997. It also features a rotating display, often including poetry materials borrowed from the Mortimer Rare Book Room. The current display features poetry books by alumnae. While the room mainly provides a space in which to read, write and meditate, it can also be reserved for poetry-related events by Smith faculty, academic departments and administrative offices.

Reading room hours
Monday–Friday 8:30 a.m.–4:30 p.m.
except when booked for events

Wright Hall

Wright Hall supports a variety of activities. The 400-seat Leo Weinstein Auditorium, seminar rooms, the Poetry Center and faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research. Wright Hall is also home to the college’s interdisciplinary centers for engagement, learning and leadership. The Center for Community Collaboration; the Center for the Environment, Ecological Design & Sustainability; and the Global Studies Center offer the opportunity to respond to emerging student and scholarly interests, to provide contexts for internships and independent projects and to address real-world challenges.

Information Technology Services

Information Technology Services’ academic facilities span the campus, with computing labs in several buildings and a campuswide fiber-optic network allowing internet access from all buildings and residential houses. The Technology Learning Commons, a staffed computer center is located on the lower level of Seelye Hall, the Center for Media Production, dedicated to video production and video conferencing, can be found in the Alumnae Gymnasium; and 24-hour computer labs are available in Washburn and King Houses. Resources, which are continually renewed, include more than 500 Macintosh, Windows and Unix computers accessible to students for word processing, graphics, numerical and statistical analysis, computer programming, email and other applications. Moodle, the college’s learning management system, provides students access to materials and resources for class assignments. There are no fees for the use of computers in the resource centers, but there is a small fee for printing. Smith students may need to be enrolled in a course to have access to some specialized computer facilities. Over 95 percent of students living in residential houses choose to bring a personal computer to campus and connect to the campus network and the Internet from their rooms. The Smith College Computer Store provides discounts to students who wish to purchase a computer, accessories and/or supplies. Information Technology Services recently upgraded the campus wireless network to provide ubiquitous coverage to all
academic buildings and residential houses on campus, including access via wireless devices such as iPhones and iPads.

**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. For more information, see www.smith.edu/ods.

**Spinelli Center for Quantitative Learning**

The Spinelli Center for Quantitative Learning, located on Level 2 of Neilson Library, offers tutoring, provides space to study, and has computers with software for both the natural sciences and for statistics in the social sciences (SPSS).

Students can find support for working with quantitative material through both appointments and drop-in tutoring. For students who need individual help with mathematical material, the Quantitative Skills Counselor is available for appointments. Students employed as master tutors for chemistry, economics and physics are located in the Spinelli Center, and master tutors in engineering are administrated by the Spinelli Center. The social sciences tutors can help with statistics for social sciences, with using Excel or with SPSS. The Statistics Counselor is available to support most of the statistics courses on campus, including all of the introductory statistics courses. The Spinelli Center also runs a series of review sessions each semester.

The Spinelli Center has large tables where individuals or small groups can study, four whiteboards and a SMART® board, and six computers that dualboot both Mac and Windows operating systems in a bright, welcoming space. For more information, see www.smith.edu/qlc.

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

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

**Athletic Facility Complex**

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

The 6,500-plus 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. Field hockey and lacrosse teams play on a new artificial turf field with soccer, rugby and softball fields encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 11-lit 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.

**Campus Center**

The Campus Center is the center of community at the college, providing services, programs and conveniences for all members of the Smith College community. The center provides space for the Office of Student Engagement; the Student Government Association; informal socializing, reading and relaxing; and is a lively and dynamic atmosphere for activities and entertainment. Informal and formal meetings spaces, recreation and dining spaces, lounges, work space for student organizations, the college bookstore, student mailboxes and a café are all housed in the center.

**Campus Center Hours**

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Thursday</td>
<td>7 a.m.–midnight</td>
</tr>
<tr>
<td>Friday</td>
<td>7 a.m.–2 a.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>9 a.m.–2 a.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>9 a.m.–midnight</td>
</tr>
</tbody>
</table>

**Student Residence Houses**

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 36 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from contemporary to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. Smith provides many dining options and plenty of variety, including vegetarian and vegan meals. The 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, they may choose to eat wherever they wish. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars, two small cooperative houses and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.

**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 13 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club
The Campus and Campus Life

Sports introduce training in several sports. Visit www.smith.edu/athletics/facilities for a current listing of activities and opportunities.

Smith Outdoors

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

Career Development

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

Our professional staff offers advising, both individually and in groups, and our services are available throughout the academic year and summer months. We hold seminars, workshops and industry discussions that cover internships, career field exploration, resume writing, effective interviewing and job search strategies, networking, applying to graduate and professional schools, and summer jobs. We help students assess their individual interests, strengths and weaknesses; establish priorities and make decisions; and present themselves and their backgrounds effectively. Our extensive career resource library and Web site support students in their research and exploration.

Praxis Summer Internship Funding Program

“Praxis: The Liberal Arts at Work,” administered through the Lazarus Center for Career Development, funds students to work at substantive, unpaid summer internships related to their academic and/or career interests. By offering financial support, the college acknowledges the importance of internships in helping students explore careers, observe the practical applications of their academic studies, and gain work experience that enhances their marketability to employers and graduate schools. Since the majority (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. Lazarus Center 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 Lazarus Center staff. Each year approximately 400 students work at summer internships funded through Praxis.

Health Services

www.smith.edu/health

Health Services provides medical and psychological services for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers, clinical nurse specialists and graduate social work interns. A psychiatrist is also available. Health education is provided on relevant topics.

Health Service

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing; nutrition counseling; routine physicals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation in addition to service provided at a nearby hospital.
Counseling Service
The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation and medication. These services are strictly confidential. The Counseling Service is available to all students, free of charge. It is staffed by licensed mental health professionals and supervised graduate interns.

College Health Insurance
The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. Failure to waive the plan will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must complete her Health Pre-Admission Information Form and send it to the Health Services. It is important to note that Massachusetts law now mandates that students must get the required immunizations before registration. Students accepted for a 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 college encourages student spiritual development and many expressions of religious faith on campus. The dean of religious life is responsible for overseeing the program, advising student religious organizations and promoting a spirit of mutual understanding, respect, and interfaith collaboration. Students gather to eat, pray, conduct religious rituals, meditate, discuss important issues and engage in voluntary community service. The college has relationships with local religious leaders who serve as advisers to student religious organizations and often provide opportunities for students to engage with the larger Northampton community. A multi-faith council of student leaders meets monthly to discuss the spiritual needs of students, plan joint activities, and foster a campus climate of mutual respect. Information about events can be found at www.smith.edu/religiouslife.

The Helen Hills Hills Chapel is home to a robust arts program as well. The Office of Religious and Spiritual Life sponsors concerts, lectures, films, and exhibits by student and faculty musicians, and visiting artists. The college organist directs Handbell Choir rehearsals in the chapel and uses the Aolian-Skinner organ for teaching and performances.

The college recognizes that meals can be an important aspect of religious observance. Therefore, kosher and halal meals are available to students in the Cutter-Ziskind dining room during the week. In addition, students prepare and host a kosher Shabbat meal and community gathering each Friday evening. Religious holidays such as Easter, Ramadan, Passover, and Diwali are often marked with campus-wide celebrations as well.

College policy states that any student who is unable because of religious observance to attend classes, participate in an examination, study, or work on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make up work does not create an unreasonable burden on the college. No fees will be charged for rescheduling an examination. It is each student’s responsibility to request an excused absence from a faculty member well in advance of a religious holiday.
The Student Body

Summary of Enrollment

Undergraduate Students

<table>
<thead>
<tr>
<th></th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
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<tr>
<td>Northampton area*</td>
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<td>498</td>
<td>642</td>
<td>699</td>
<td>72</td>
<td>2,546</td>
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<tr>
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<td>21</td>
<td>187</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>227</td>
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</table>

Five College course enrollments at Smith:
- First semester: 574
- Second semester: 760

Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
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</thead>
<tbody>
<tr>
<td>In residence</td>
<td>77</td>
<td>24</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>
</tr>
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<tbody>
<tr>
<td>Smith students</td>
<td>18</td>
<td>10</td>
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<tr>
<td>guest students</td>
<td>0</td>
<td>8</td>
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</table>

* 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 2005 was 85 percent by August 2011. (The period covered is equal to 150 percent of the normal time for graduation.)
# Geographical Distribution of Students by Residence, 2011–12

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<th>States</th>
<th>Residents</th>
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<td>Indiana</td>
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<tr>
<td>Zimbabwe</td>
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*This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.*
<table>
<thead>
<tr>
<th>Majors</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
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<tbody>
<tr>
<td></td>
<td>(Seniors)</td>
<td>(Honors)</td>
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Recognition for Academic Achievement

Academic Achievements

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

Latin Honors

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

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

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on page 7 (applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 66 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. Nonnative speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language. Eligibility for Latin Honors may be affected by the decisions of the Honor Board.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. 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.

The Dean’s List

The Dean’s List is made up of students who represent the top 25 percent of the student body based on the total records for the previous academic year. Students must be enrolled at Smith for the full year to be named to the Dean’s List.
Society of the Sigma Xi

In 1935 Smith College became the first women’s college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized undergraduate honor society in the United States. The Greek initials stand for the society’s motto “Love of learning is the guide of life.” Since 1776, the mission of the society has been to foster and recognize excellence in the liberal arts and sciences. The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. The rules of eligibility are set by the chapter in accordance with the national society; election is made on the breadth and excellence of overall academic achievement.

To be eligible for election, a student must have satisfied the Latin Honors distribution requirements and completed 58 graded credits of Smith course work, not counting the first year. Junior year abroad programs count for Smith credit only if they are Smith programs. Courses taken in the Five College consortium count as Smith credits. All other courses including those taken S/U may count for distribution requirements, but not as credits in the calculation of the GPA nor as part of the total credit requirement.

Elections are held twice a year. In late fall of their senior year, “junior” Phi Beta Kappa members are elected on the basis of their academic records through the junior year. At the end of the spring semester, more seniors are elected based on their complete academic record. For questions about election criteria, students and faculty are urged to consult with the president or secretary of the chapter. More information about the Phi Beta Kappa Society, its history, publications and activities can be found at www.pbk.org.

Psi Chi

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

Prizes and Awards

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

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

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

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

The American Chemical Society Award in Inorganic Chemistry to a chemistry major for excellence in inorganic chemistry and to encourage further study in the field

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

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

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

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

The Elizabeth Babcock Poetry Prize for the best group of poems

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

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

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

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

The Samuel Bowles Prize for the best paper in economics.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The CRC Press Introductory Chemistry Achievement Award in introductory chemistry.

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

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

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

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

The Mary Maples Dunn Prize in East Asian Studies, awarded for an essay in a regular course in the Program in East Asian Studies.
Recognition for Academic Achievement

The Hazel L. Edgerly Prize to a senior honors history student for distinguished work in that subject

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

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

The Samuel A. Eliot Jr./Julia Heflin Award for distinguished directing in the theatre

The Settie Lehman Fatman Prize for the best composition in music, in large form; and in small form

The Heidi Fiore Prize to a senior student of singing

The Eleanor Flexner Prize for the best piece of work by a Smith undergraduate using the Sophia Smith Collection or the Smith College Archives

The Harriet R. Foote Memorial Prize for outstanding work in botany based on a paper, course work, or other contribution to the plant sciences at Smith

The Henry Lewis Foote Memorial Prize for excellence in course work in biblical courses

The Clara French Prize to a senior who has advanced furthest in the study of English language and literature

The Helen Kate Furness Prize for the best essay on a Shakespearean theme

The Nancy Boyd Gardner Prize for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The Ida Deck Haigh Memorial Prize to a student of piano for distinguished achievement in performance and related musical disciplines

The Sarah H. Hamilton Memorial Prize awarded for an essay on music

The Arthur Ellis Hamm Prize awarded on the basis of the best first-year record

The Elizabeth Wanning Harries Prize to a graduating Ada Comstock Scholar who has shown academic distinction in the study of literature in any language

The Vernon Harward Prize awarded annually to the best student scholar of Chaucer

The James T. and Ellen M. Hatfield Memorial Prize for the best short story by a senior majoring in English

The Hause-Scheffer Memorial Prize for the senior chemistry major with the best record in that subject

The Hellman Award in Biochemistry for outstanding achievement in the second semester of biochemistry

The Nancy Hellman Prize, established in 2005, to the Smith engineering student who has made extraordinary contributions to the advancement of women in engineering

The Ettie Chin Hong '36 Prize to a senior majoring in East Asian languages and literatures with special consideration given to those who have demonstrated leadership and high academic achievement and seek to pursue a career in education and/or service to immigrant and needy communities

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

The Megan Hart Jones Studio Art Prize for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The Barbara Jordan Award to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–1996)

The Mary Augusta Jordan Prize, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The Peggy Clark Kelley Award in theatre for a student demonstrating exceptional achievement in lighting, costume or set design

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

The Florence Corliss Lamont Prize, awarded for work in philosophy

The Norma M. Leas, Class of 1930, Memorial Prize to a graduating English major for excellence in written English

The Phyllis Williams Lehmann Travel Award to a graduating senior majoring in art, with preference given to students interested in studying art history, especially classical art, at the graduate level
The Ruth Alpern Leipziger Award to an outstanding French major participating in the Junior Year Abroad Program in Paris

The Jill Cummins MacLean Prize to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

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

The Emogene Mahony Memorial Prize for proficiency at the organ

The Jeanne McFarland Prize for excellent work in the study of women and gender

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Rousseau Prize for academic excellence is awarded annually to a Smith or non-Smith student studying with the Smith College Junior Year Abroad Program in Geneva. The prize was established in 2006 by the members of the Department of French Studies in honor of Denise Rochat.

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

The Marshall Schalk Prize in the Department of Geosciences for achievements in geological research

The Victoria Louise Schrager Prize to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The Larry C. Selgelid Memorial Prize for the greatest contribution to the Department of Economics by a Smith College senior

The Donald H. Sheehan Memorial Prize for outstanding work in American studies
The Rita Singler Prize for outstanding achievement in technical theatre.

The 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 the study of women and gender.

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 (or Five College student in a Smith class) for a piece of writing or work in new media (digital, performance or installation art) that examines art or ideas associated with the Smith College Museum of Art.

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

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

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

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

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

The 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 about 155 countries and the Luce for a year interning in Asia. There are two further prestigious graduate fellowships for which students must apply in earlier undergraduate years: the Truman and the Beinecke.

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

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

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

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

We realize that financing a college education is a complex process, and we encourage applicants and their families to communicate directly with us. Our experienced educational financing staff in the Office of Student Financial Services is available to work with you. Inquiries may be made by calling (413) 585-2530 between 8:30 a.m. and 4 p.m. weekdays; 10 a.m. to 4 p.m. on Wednesdays (Eastern time). Send e-mail 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 other third parties—are received in a timely manner. All student accounts are managed by the Office of Student Financial Services. Initial statements detailing semester fees are available online on or about July 15 and December 15. E-mail notifications will be sent to all students on or about the 15th of each month in which there is activity on the account. Important: no paper bills are mailed.

The college’s comprehensive fees associated with the beginning of the semester are due and payable in full by specific deadline dates, well in advance of the beginning of classes. The payment deadline for fall is August 10. For spring, the payment deadline is January 10. Payment must be received by these dates to avoid late payment fees being assessed. Checks should be made payable to Smith College and include the student’s name and ID number on the front.

After any payment is due, monthly late payment fees, which are based on the outstanding balance remaining after any payment due date, will be assessed at the rate of $1.25 on every $100 (1.25%) that remains unpaid until the payment is received in full, on or before the next billing month in which the student is invoiced. If you have questions regarding any charges or credits on your bill, contact the Office of Student Financial Services.

In cases where students default on financial obligations, the student is responsible for paying the outstanding balance including all late payment fees, collection costs and any legal fees incurred by the college during the collection process. Transcripts and other academic records will not be released until all financial obligations to the College have been met.

IMPORTANT NOTE: Payments for each month’s bill must be received by the Office of Student Financial Services by the payment due date. If paying by mail, please allow at least 5 to 7 business days for mail and processing time. If paying in person, payment should be made before 4 p.m. on the payment due date. Electronic ACH payments made through our online billing service are credited immediately.

The college expects the student to fulfill her financial responsibility and reserves the right to place limitations on the student for failure to do so. The consequences of nonpayment include possible loss of housing assignment, and prevention of: a) registration for future semester courses, b) receipt of academic transcripts, c) receipt of diploma at commencement, d) approval for a leave of absence or study-abroad program, and e) participation in leadership training opportunities. The college also reserves the right to have the student administratively withdrawn and may refer such account for collection in her name. Students and parents are welcome to contact the Office of Student Financial Services for assistance in meeting payment responsibilities.

Most credit balance refunds are issued by direct
deposit into the account the student has on file with the payroll office. Credit balances that result from a PLUS loan are issued automatically to the parent borrower, unless that parent has authorized that refunds go to the student. With the student’s written release, credit balance refunds may be issued to the parent or the designee of the student.

Fees

2012–13 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>$20,595</td>
<td>$20,595</td>
<td>$41,190</td>
</tr>
<tr>
<td>Room and Board*</td>
<td>6,930</td>
<td>6,930</td>
<td>13,860</td>
</tr>
<tr>
<td>Student activities fee</td>
<td>135</td>
<td>135</td>
<td>270</td>
</tr>
<tr>
<td><strong>Comprehensive fee</strong></td>
<td><strong>$27,660</strong></td>
<td><strong>$27,660</strong></td>
<td><strong>$55,320</strong></td>
</tr>
</tbody>
</table>

* Room and board will be billed as a combined charge.

As part of her expenses, a student should be prepared to spend a minimum of $800 per year on books and academic supplies. In addition, a student will incur additional expenses during the academic year that will vary according to her standard of living, personal needs, recreational activities and number of trips home.

Fee for Nonmatriculated Student
Per credit.................................................. $1,290

Fees for Ada Comstock Scholars
Application fee.................................................. $60*
Transient Housing (per semester)
  Room only (weekday nights).......................... $465
  Room and full meal plan (weekday nights)........ $975
Tuition per semester
  1–7 credits........................................... (per credit) $1,290
  8–11 credits........................................... $10,320
  12–15 credits........................................ $15,480
  16 or more credits................................... $20,595

*Waived if applying online.

Student Activities Fee
The $270 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.

2012–13 Optional Fees

Student Medical Insurance—$2,152
The $2,152 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.gallagherkosterweb.com) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. For students who are admitted for spring semester, the charge will be $1,227 for 2012–13.
Other Fees and Charges

Application for Admission—$60
The application fee of $60, which helps defray the cost of handling the paperwork and administrative review of applications, must accompany a paper version of the application. The fee is waived if applying online.

Enrollment Deposit—$500
Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in the class and a room if she will reside in campus housing. The $300 representing a general deposit component is held until six months after the student graduates from the college. The $300 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend). The $200 representing a room deposit component is credited $100 in July toward fall semester charges and $100 in December toward spring semester charges. For midyear transfer students, all $200 is credited toward spring semester charges.

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

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department.

There is no charge for Five College students, faculty and staff for use of the practice rooms. For other individuals, the following schedule of fees will apply.

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

Fee for Riding Classes per Semester
Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of $600 per month. Inquiries about boarding should be addressed to Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

- Two lessons per week $560

Studio Art Courses per Semester
Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

- Required materials $135
- Additional supplies $58

Chemistry Laboratory Course per Semester
$25 plus breakage

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

Overdue Balance Fee
Any balance outstanding for fall after August 10 or for spring after January 10 is considered overdue. Overdue balances will be assessed a late fee of $1.25 per $100 each month they remain outstanding.

Insufficient Funds Fee
If a payment is rejected due to insufficient funds, a charge of $20 will be added to the student account.

Incorrect Account Number Fee
If an incorrect or invalid account number is entered into our TouchNet payment system when a payer is attempting to make a payment, a $5 charge will be added to the student account.

Early Arrival Fee—$35 per Day

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

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

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

Institutional Refund Policy

A refund will be calculated if a student withdraws on or after the first day of classes, but before the point when the college is considered to have earned all the tuition, room, board and mandatory fees (hereinafter called institutional charges) for which the student was charged. Credit balances remaining on any account will be refunded to the appropriate person or agency.

Adjustment of Institutional Charges and Institutional Aid

Any student who withdraws prior to the first day of classes will receive a 100 percent adjustment of institutional charges and insurance. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

A student who withdraws after the first day of classes, but before the time when she will have completed 60 percent of the period of enrollment, will have her institutional charges and institutional aid adjusted based on the percent of attendance.

If a student should withdraw from an off-campus program, which is billed by Smith (for example: JYA, Picker and Smithsonian Programs), the normal college refund policies apply as long as all payments can be recovered by the college. If payments made on behalf of the student to other entities cannot be recovered by the college, the student is responsible for unrecoverable costs.

Students Receiving Title IV Federal Aid

Per federal regulations, a student earns her aid based on the period of time she remains enrolled. Unearned Title IV funds, other than Federal Work Study, must be returned to the appropriate federal agency. During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time she remains enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the payment period. For example, if the period of enrollment is 100 days and the student completes 25 days, then she has earned 25 percent of her aid. The remainder of the aid must be returned to the appropriate federal agency.

Other Charges

If a student has not waived the medical insurance and withdraws from the college during the first 31 days of the period for which coverage is purchased, she will not be covered under the plan and a full credit of the premium will be made. Insured students withdrawing at or after 31 days will remain covered under the plan for the full period for which the premium has been paid and no refund will be made available.

Other charges, such as library fines, parking fines, and infirmary charges are not adjusted upon the student’s withdrawal. Treatment of the general deposit can be found in the Leaves of Absence section pp. 55–56.

Contractual Limitations

If Smith College’s performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College’s control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith offers a variety of payment plan and loan options to assist you in successfully planning for timely payment of your college bill.

Smith’s payment plans allow you to distribute payments over a specific period.

- the Semester Plan
- the Touch Net Payment Plan
- Prepaid Stabilization Plan

Smith also honors parent loan options.

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 meet the full documented financial need of all admitted undergraduates who have met the published admission and financial aid deadlines. Awards are offered to applicants on the basis of need, and calculated according to established college and federal policies. An award is usually a combination of a grant, a loan, and a campus job.

Smith College is committed to a financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students who meet published deadlines. The college does operate under a need-sensitive admission policy that typically affects less than 8 percent of our applicant pool. Each applicant for admission is evaluated on the basis of her academic and personal qualities. However, the college may choose to consider a student’s level of financial need when making the final admission decision. Applicants are advised to complete the financial aid process if they will need financial help to attend Smith. Entering first-year students who fail to apply for financial aid by the published deadlines 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 by the published deadlines are eligible to apply after completing 32 credits earned at Smith. Students may apply for federal aid at any point during the academic year.

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

Students must also complete the Smith Aid Application, available at www.smith.edu/finaid.

We also require a signed copy of the family’s most recent federal tax returns, including all schedules and W-2’s. Other forms and documents may be required, based on each family’s circumstances. Once we receive a completed application, 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. For international applicants, the College Board International Student Financial Aid Application, and an official income statement or income tax return will be required to verify parent income. Smith College recognizes the diversity of the modern family, and requires the submission of information regarding both biological parents, as well as spouses and domestic partners of each parent. Exceptions to this policy are made on a case-by-case basis. Please contact the Office of Student Financial Services for more information.

The college makes the final decision on the level of need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications. College policy limits the awards of Smith funds to the level of billed fees.

A student who is awarded aid at admission will have it renewed each year she attends according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may vary from year to year depending on changes in college fees and in the family’s financial circumstances. The balance of loan, work, and grant also changes, based on federal loan limits and college policy. Instructions for renewing aid are made available to all students in December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs or in circumstances involving medical withdrawal.

Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Progress is evaluated on a semester basis. Students not meeting this criterion are put on financial aid warning. Students may be required to appeal in writing to continue to receive federal financial aid, and may become ineligible for aid if the probationary period exceeds one year. Unless the administrative board decides that mitigating circumstances warrant an exception, no financial aid will be available to a student who is not making satisfactory progress toward the degree (see p. 54).

First-Year Applicants

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

The consequences of not applying for aid prior to being accepted for admission include a 64-credit waiting period before becoming eligible to receive college grant aid. This means that only federal, state and private 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, prior to admission to Smith, applied for but were not granted need-based financial aid.

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

The college cannot assume responsibility for family unwillingness to contribute to college expenses. There are limited circumstances that qualify a student for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting for federal financial aid purposes. Students who meet the federal definition of independent status are not automatically considered independent by the college. Please contact SFS to discuss questions regarding this situation.

Transfer Students

Transfer students should follow the application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid by the published deadlines, prior to admission, cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

ADA Comstock Scholars

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

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

International Applicants and Non-U.S. Citizens

Smith College awards need-based aid to non-U.S. citizens, both first-year and transfer applicants. There is a great deal of competition for these funds, and the level of support provided from the college ranges widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the College Board International Student Financial Aid Application, along with translated tax or income statements. International students not awarded financial aid prior to admission are not eligible to receive financial aid from the college at any time.

The application deadline is February 1.

Non-U.S. citizens (Canadian citizens excepted) eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student’s tenure at Smith. Any increases in tuition and fees not covered by the annual increased loan or work will be covered by an increase in the grant so that the calculated family contribution will remain the same each year. (Loan and campus job amounts, which are part of the total aid package, increase each year as part of standard college policy. For application deadlines and details, please check www.smith.edu/finaid.)
Non-U.S. Citizens Living in the U.S.
If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you will need to complete a CSS PROFILE form as well as the College Board International Student Financial Aid Application and provide a complete and signed parent U.S. federal income tax return.

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

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

Policy for Review and Appeal of Need-Based Financial Aid Awards
A student has the right to request a review of her financial aid award. Domestic students must reapply for financial aid each year, and thus are automatically reviewed on an annual basis. International students are given a family contribution determination at the time of admission for their entire Smith career and thus are only eligible for a review at the time of admission.

Domestic Students
Domestic students may request a review of their financial aid awards at any time during their Smith careers if there has been a significant change in family circumstances since filing the application for financial aid or if the information on the original application was inaccurate.

International Students
International students seeking a financial aid adjustment after they have accepted an offer of admission must consult with Student Financial Services (SFS) to review the situation and discuss available options. The financial aid budget for international students is fully allocated each year as of the time of admission, therefore only very limited additional resources are made available to meet extraordinary circumstances. Serious consideration is only given when there has been a significant life-changing event. A life-changing event would include, but not be limited to, the death of a parent or enrollment of a sibling in a U.S. college or university. If you wish to appeal your financial aid award, please begin by contacting Student Financial Services.

Process
When a review is requested it is conducted by the SFS Review Committee. In most cases, the decision of the SFS review committee is final. When the issue under review would require an exception to policy, a student may request it be reviewed by the Financial Aid Appeals Committee. Instructions for submitting an appeal will be provided by the SFS staff to the student if a policy is at issue. All reviews from international students for increased grant or loan assistance are considered exceptions to policy, and will be brought to the attention of the Financial Aid Appeals Committee.

The Financial Aid Appeals Committee is chaired by the dean of enrollment and includes one member of the faculty, the dean of students and the controller. The director of SFS is a non-voting member of the Financial Aid Appeals Committee. The student must present her appeal in writing. The committee will consider the appeal as soon as possible. It normally takes one to two weeks for this committee to convene and review the appeal(s) in question. A decision will be given in writing to the student within 48 hours after the appeal is heard. The decision of the Appeals Committee is final in all cases.

Financial Aid Awards
Financial aid awards are made up of loans, campus jobs and grants. A loan and job, both considered self-help, are usually the first components of an aid package, with any remaining need being met with grant aid.

Loans
Most students borrow through the Federal Direct Ford Loan Program. Some awards may also include a Smith College loan. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and/or may make use of one of the plans described in Financing Your Smith Education. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

Campus Jobs
Student Financial Services administers campus jobs. All students may apply, but priority is given to those
Fees, Expenses and Financial Aid

students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students may work an average of eight hours a week for 32 weeks, usually for Dining Services. Students in other classes may 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 or all 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 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. Smith College also provides a need-based employment program for those students eligible for need-based work, but not eligible for the federally subsidized Federal Work-Study 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 may 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 alumnae and friends of the college and by foundations and corporations. 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

Outside Aid Awarded on the Basis of Student Merit
Smith College recognizes your achievement in being awarded merit based aid. Outside aid based on student merit will first reduce or replace the self-help portion of your award (federal work study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, we will allow the aid to go toward a one-time computer purchase or toward the cost of the on-campus health insurance plan. If you do not purchase or have already purchased a computer, and if you do not accept the on-campus health insurance plan, or if your merit aid exceeds these costs, merit aid will replace Smith Grant on a dollar for dollar basis.

Note: GEARUP scholarships are considered within this category as outside scholarships.

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

Non-Merit Outside Awards
This type of award includes tuition subsidies based on parent employment, or state and federal grant assistance. These awards are not based on student merit and reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will reduce the self-help components of the award (loan and work). Need-based loans from state or outside agencies can be used to replace dollar for dollar either the suggested federal loan or the work study award. Amounts in excess of the self-help award will replace Smith Grant dollar for dollar.

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

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

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

**The Springfield/Holyoke Partnership**

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

**ROTC**

Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year enlistment scholarships to qualified new and continuing college students. For more information, call (413) 545-2437, send e-mail to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.

**Veterans Benefits**

Please see our Web site, www.smith.edu/finance for information on our treatment of Veterans Benefits. We proudly sponsor the Yellow Ribbon Program.
Admission

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

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

Smith College meets fully the documented financial need, as calculated by the college, of all admitted students. About 60 percent of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 35–43.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English
- three years of a foreign language (or two years in each of two languages)

- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her. Candidates who are interested in our engineering major should pursue coursework in calculus, biology, chemistry and physics.

Smith College will accept college-level work completed prior to matriculation as a degree student, provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

SAT I or ACT scores are optional for U.S. citizens and U.S. permanent residents. Standardized tests (SAT I, ACT, TOEFL or IELTS as appropriate) are required for international students. SAT II subject tests are not required for any applicant. If a student wishes to submit a score or is required to do so, she should take the exams in her junior year to keep open the possibility of Early Decision. All examinations taken through December of the senior year are acceptable. The results of examinations taken after December arrive too late for us to include them in the decision-making process.

Whether required or optional, scores must come directly from the testing agency or the secondary school transcript. The College Board code number for Smith College is 3762. The ACT code is 1894.

Applying for Admission

A student interested in Smith has three options for applying—Early Decision I, Early Decision II and Regular Decision. Visit www.smith.edu/admission for information about requirements and deadlines.
Early Decision

Early Decision I and II Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

Regular Decision

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

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

We realize that applying to college involves a lot of time-consuming 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. 48) for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

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

Interview

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

Deferred Entrance

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith’s offer and paid the required deposit may defer her entrance to work, travel or pursue a special interest if she makes this request in writing to the dean of admission by June 1 who will review the request and notify the student within two weeks.

Deferred Entrance for Medical Reasons

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

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

For January entrance, she must submit her application and send all credentials by November 15. Decisions will be mailed by mid-December. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. Candidates whose applications are complete by March 1 will receive admission decisions by April 1. Students whose applications are complete by May 15 will receive decisions by early June. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record. Her program should correlate with the general Smith College requirements given on pages 44–45 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 one semester or a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendation, an adviser’s or dean’s reference and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. Financial aid is not available for these programs.

Information and application material may be obtained by visiting www.smith.edu/admission or sending e-mail to admission@smith.edu.

Readmission

See Withdrawal and Readmission, page 55.

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 appropriate deadline, November 15 for January admission or February 1 for September admission. It is recommended that an applicant bring unofficial copies of her college transcripts to her interview appointment.

Ada Comstock Scholars are expected to have completed 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 by December 31 of the academic year in which they enter Smith
- a veteran
- responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 14. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Office of Admission.
Academic Rules and Procedures

Requirements for the Degree

The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work 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.

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

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

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 13.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away from the college for at least one semester and then may request readmission for the following semester.

Approved summer-school or interterm credit may be used to supplement a minimum 12-credit program or to make up a shortage of credits. Smith students may accrue a maximum of 12 summer-school credits and 12 interterm credits at Smith or elsewhere toward their Smith degree. An overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits may be applied toward the degree. See Academic Credit, pages 51–54.

A student enters her senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter the senior year with fewer than 96 credits: exceptions require a petition to the administrative board prior to the student’s return to campus for her final two semesters. A student in residence may carry no more than 24 credits per semester unless approved by the administrative board.

Admission to Courses

Instructors are not required to hold spaces for students who do not attend the first class meeting and may refuse admittance to students seeking to add courses who have not attended the first class meetings.

Permissions

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

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

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

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

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

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

Auditing
A degree student at Smith or at the Five Colleges may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

Auditing by Nonmatriculated Students
A nonmatriculated student who has earned a high school diploma and who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar’s office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

Changes in Course Registration

Adding and Dropping Courses
During the first 10 class days, a student may enter or drop a course with the approval of the adviser and after consultation with the instructor. From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the class dean.

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. (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—one 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 should carefully consider the work load entailed in a seminar or course with limited enrollment before she enrolls. A student who wishes to drop a class of this nature should do so at the earliest possible moment so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Normally, students may not change the designated number of credits for a variable credit special studies. A course dropped for reasons of health after the fifth week of classes will be recorded on the transcript with a grade of “W,” unless the student has the option of a free drop.

A student registers for an Interterm course in November, with the approval of her adviser. In January, a student may drop or enter an Interterm course within the first three days with a class dean’s signature. Otherwise, the student who registers but does not attend will receive a “U” (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more
restrictive than the above. Instructions and deadlines for registration in Five College courses are published online by the registrar's office.

**Fine for Late Registration**

A student who has not registered for courses by the end of the first 10 days of classes will be fined $35, payable at the time of registration. In addition, a fine of $35 will be assessed for each approved petition to add or drop a course after the deadline. A student who has not registered by the end of the first four weeks of the semester will be administratively withdrawn.

**Class Attendance and Assignments**

Students are expected to attend all their scheduled classes. Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up. Students are expected to spend at least two hours per week in preparation for every class hour.

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the acceptable format, exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy. It is the student's responsibility to check that work submitted by e-mail or fax has been received by the professor.

**Deadlines and Extensions**

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the faculty member, the registrar and the student. An individual faculty member, without authorization by the class dean, may grant extensions on work due during the semester through the last day of final exams.

**Pre-Examination Period**

The pre-examination study period, between the end of classes and the beginning of final examinations, is set aside for students to prepare for examinations. Therefore, the college does not schedule social, academic or cultural activities during this time. Deadlines for papers, take-home exams or other course work cannot be during the pre-examination study period.

**Final Examinations**

Most final exams at Smith are self-scheduled and administered by the registrar during predetermined periods. A student may choose in which period she wants to take each exam. Exams are picked up at distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. A student who is late for an exam may write for the remaining time in the examination period but may not have additional time. Exams which involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

For information regarding illness during the examination period, call Health Services at extension 2800 for instructions. Students who become ill during an examination must report directly to Health Services. Further details of the Academic Honor Code as they apply to examinations and class work are given in the Smith College Handbook (www.smith.edu/sao/handbook). Regulations of the faculty and the registrar regarding final examination procedures are published online at the registrar's office Web site prior to the final examination period.

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

**Five College Course Enrollments**

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

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 432–451 in this 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:

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

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

**Satisfactory/Unsatisfactory Option**

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

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

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

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

Satisfactory/unsatisfactory grades do not count in the grade point average.

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

Repeating Courses

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

Performance Credits

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the Courses of Study section under the appropriate departments. Excess performance credits are included on the transcript but do not count toward the degree.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school or Interterm courses accepted for credit 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 enters the senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter her senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student’s return to campus for her final two semesters. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

Transfer Credit

A student who attends another accredited college or university and requests credit toward a Smith College degree for the work done there:

a) should make her plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;

b) should obtain, from the class deans 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. Normally, students may not take more than 4 credits during any one interterm at Smith or elsewhere. For transfer students, interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

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.

Students returning from a fall leave of absence or study elsewhere may participate in Interterm, but are not guaranteed housing.

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. For students entering the college in September 2012 or later, a maximum of one semester (16 credits) of AP, IB, other diploma and prematriculation credit may be counted towards the degree.

Advanced Placement

Smith College participates in the Advanced Placement administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the administrative board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. For students entering the college in September 2012 and later, a maximum of one semester (16 credits) of Advanced Placement and other prematriculation credit may be counted toward the degree.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree require-
ments. 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. For students entering the college in September 2012 or later, a maximum of one semester (16 credits) of AP, IB, other diploma and prematriculation credit may be counted toward the degree.

Academic Standing

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

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans’ 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 semester must be completed satisfactorily. Students not meeting this criterion may be placed on academic probation or required to withdraw; if students are receiving financial aid, they will be placed on financial aid warning and may become ineligible for financial aid if the probationary period exceeds one year. Further information is available from the Dean of Ada Comstock Scholars and the Office of Student Financial Services.

Absence from Classes

A student who is absent from classes for more than four weeks in any semester will not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the dean of the Ada Comstock Scholars, the registrar and three faculty members appointed by the president.
Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

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

**Student Academic Grievances**

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

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the Smith College Handbook (www.smith.edu/sao/handbook).

**The Age of Majority**

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

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

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians. Students may authorize the release of information from their education records to their parents by completing the appropriate form at the registrar’s office.

**Leaves, Withdrawal and Readmission**

**Off-Campus Study or Personal Leaves**

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

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

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

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

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

Medical Leave

If a student leaves the college on the advice of health services, confirmation will be sent to the student and her family by the registrar. Any student who leaves the college for medical reasons is considered withdrawn and must request readmission through the registrar. The director of health services (or the associate director when specified) will request a full report from the student’s health care provider and may also request documentation of improved functioning and a personal interview. Clearance by health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also consider the student’s college record in the readmission process.

Short-Term Medical Leave

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

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

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 submit a request for readmission to the registrar. Readmission procedures and forms are available at the registrar’s office Web site. Readmission requests for return in September must be sent to the registrar before March 1; for readmission in January, before November 1. The 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 of the deaf and master of science. The one-year postbaccalaureate program in mathematics is designed for women who need additional preparation before applying to graduate programs in mathematics. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies. In addition, master of arts and doctoral programs are offered in the School for Social Work.

Each year more than 100 men and women pursue such advanced work. Smith College is noted for its superb facilities, bucolic setting and distinguished faculty who are recognized for their scholarship and interest in teaching. Moreover, graduate students can expect to participate in small classes and receive personalized attention from instructors.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to 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 Assistance, page 62). The deadline for admission without financial aid to most graduate programs is April 1 of the proposed year of entry for the first semester, and November 1 for the second semester. (For the master of fine arts in dance, the only deadline is January 15.) All international applications for a master’s degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

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

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

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of his or her
academic adviser and the director of graduate and special programs, a student may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master’s degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period a continuation fee of $60 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the director of graduate and special programs by May 1 for a fall semester or academic-year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

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

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

Degree Programs

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

Master of Science in Biological Sciences

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

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-semester, eight-credit course. Two copies must be presented to the committee for deposit in the library. The thesis may be completed in absentia only by special permission of the department and of the director of graduate programs.

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women’s intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 15 to 20 candidates in residence. This makes it possible for students to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and playing and/or coaching experience in the sport that a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 51 credits. For more informa-
tion, 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 program leading to the degree of master of arts in teaching is designed for students who are planning to teach in elementary, middle or high schools and those wishing to do advanced study in the field of education. The M.A.T. program combines study in the field of the student’s academic interest; the specific teaching field for students preparing to teach at the secondary or middle school levels, broader liberal arts and sciences subjects for students preparing to teach at the elementary level; with experience in teaching and the study of education theory. The departments of biological sciences, chemistry, English, French, geology, history, mathematics, physics and Spanish actively cooperate with the Department of Education and Child Study in administering the various graduate programs.

The Department of Education and Child Study uses a variety of schools and settings to provide opportunities for observation, service learning and classroom teaching experiences. These include the laboratory elementary school operated by the college, the public schools of Northampton and other area communities, as well as several private schools.

Students who follow the Master of Arts in Teaching program will, in the course of an intensive five-week summer session and a full-time academic year, be able to complete the state-approved program in teacher education enabling them to meet requirements for licensure in various states.

Admission prerequisites and course requirements vary depending upon the specific program; more detailed information may be obtained from the director of graduate and special programs.

Prospective candidates should have a superior undergraduate record and should present evidence of personal qualifications for effective teaching. Those interested in the MAT in secondary or middle school teaching should also possess an appropriate concentration—normally a major—in the subject of the teaching field. Along with a resume, all applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should include a letter of recommendation concerning their teaching. We invite interested students to visit www.smith.edu/educ/ to learn more about our program and to find application materials.

To qualify for a degree, the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one 4-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

Master of Education of the Deaf

The Clarke Schools for Hearing and Speech and Smith College offer a cooperative program of study (one academic year and two summers) leading to the degree of master of education of the deaf. Rolling admissions for this program for entry in summer 2013 will begin after December 1, although applications will be accepted as late as April 1 of that year. Further information can be found at www.clarkeschools.org/for-professionals.

Master of Fine Arts in Dance

The Dance Department offers a two-year M.F.A. degree program. All graduate theory courses are taught for graduate students only. Choreography and performance are the focus of the course of study, with additional work in the history and literature of dance, scientific principles applied to the teaching and performance of dance, seminars and production. Required technique courses may be taken at Smith or in any of the colleges in the Five College Dance Department. All M.F.A. students are teaching fellows and teach the equivalent of three studio courses at the undergraduate level each year. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. The thesis includes a public presentation of original choreography along with supporting production elements.

An audition is required for entrance into the program. Interested students may consult the Smith and Five College Dance Web sites: www.smith.edu/dance and www.fivecolleges.edu/sites/dance, or contact the Dance Department directly: Dance Department, Smith College, Northampton, MA 01063; phone (413) 585-3232.
Master of Fine Arts in Playwriting

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

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

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

Cooperative Ph.D. Program

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

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

Nondegree Studies

Certificate of Graduate Studies

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

Diploma in American Studies

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

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

Post-Baccalaureate Program: The Center for Women in Mathematics at Smith College

Supported by NSF Grant 0611020 and Smith College

The Post-Baccalaureate Program is for women strongly considering graduate school in the mathematical sci-
ences but who did not major in mathematics or whose mathematics major was light. It provides an opportunity to study mathematics intensively at the advanced undergraduate level.

As part of the Center for Women in Mathematics, the program is nested in a mathematical community that is supportive, friendly, fun, and serious about mathematics. The program builds the skills and confidence needed to continue to graduate school in the mathematical sciences. Each student has a faculty mentor. There are sessions on taking the GREs, applying to graduate school and surviving graduate school. Each student has the opportunity to join a research team supervised by a Smith faculty member.

The program is for one or two semesters. Admission is competitive but open to all women who have graduated from college with coursework in mathematics that includes some upper level mathematics (usually, at least Linear Algebra and Vector Calculus). Full tuition and a living stipend is available to U.S. citizens and permanent residents who are admitted to the program.

Requirements
Students must take at least 12 math credits each semester including math 300 and math 301. A Certificate of Completion is awarded to students who successfully complete two semesters including or placing out of at least one course in algebra, one in analysis, and one at the level of 310 or higher. Students failing to make satisfactory progress in one semester will not be funded for a second semester. Passing 12 mathematics credits with grades of B- or higher and continued serious interest in pursuing higher mathematics or statistics are necessary for satisfactory progress.

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

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

To apply
All applicants should include letters of recommendation from at least two mathematics professors, and a personal statement that describes how this program fits with the applicant’s background and goals.

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

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

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

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

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

Graduate students, both full-time and part-time, are eligible to use Smith’s health services and to participate in the Smith College health insurance program (see pp. 24 and 25 for complete information).

Finances

Tuition and Other Fees

Application fee ........................................................... $60
Full tuition, for the year ...................................... $41,190
    16 credits or more per semester
Part-time tuition
    Fee per credit ................................................... $1,290
Summer Intern Teaching Program tuition for
    degree candidates........................................... $2,500
Continuation fee, per semester ................................. $60
Room only for the academic year ...................... $6,940
Health insurance estimate
    (if coverage will begin August 15) ............... $2,200
    (if coverage will begin June 15) ............... $2,500

For additional information concerning fees for practical music and studio art see p. 37.

Statements for semester fees are mailed in July and December from the Office of Student Financial Services. Payment of charges for the first semester is due in early August and for the second semester in early January.

Deposit

A general deposit of $100 is required from each student upon admittance. This is a one-time deposit that will be refunded in October, or approximately six months following the student’s last date of attendance, after deducting any unpaid charges or fees, provided that the graduate director has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.

Refunds

Please refer to page 38 for full information on refunds.

Financial Assistance

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

All applicants for financial assistance (fellowships, scholarships) must complete their applications for admission by January 15 (new applicants). Applicants interested in federal student loans must complete FAFSA by February 15, in order to have loans included in the award letter.

Fellowships

Teaching Fellowships: Teaching fellowships are available in the departments of biological sciences, exercise and sport studies and dance. For the academic year 2012–13, the stipend for full teaching fellows is $12,450. 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.
Loans
Loans are administered by Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants for loans must meet all federal guidelines and must agree to begin monthly payments on loans soon after completion of their work at Smith College.

The FAFSA, Free Application for Federal Student Aid, is the only requirement to apply for federal student loans. FAFSA data received by February 15 will be given top priority. The processing of later applications will be delayed.

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

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

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

Instructions and deadlines for registration in Five College courses are distributed by the registrar’s office.

Policy Regarding Completion of Required Course Work
A graduate student who is unable to complete required course work on time must submit to the director of graduate programs a written request for an extension before the end of the semester in which the grade is due. The request should include the reason the extension is needed and a specific date by which the student proposes to complete the work. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student.
## Courses of Study, 2012–13

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<th>Majors/Minors/Concentrations</th>
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<td>Interdepartmental Major in American Studies</td>
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<td>Interdepartmental Minor in Ancient Studies</td>
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<td>Major in Anthropology</td>
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<td>Interdepartmental Minor in Astrophysics</td>
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<td>Minor in Arabic</td>
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<tr>
<td>Interdepartmental Minor in Archaeology</td>
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<td>Majors and Minors in the Department of Art</td>
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<td>Minor: Graphic Art</td>
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<td>Studio Art</td>
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<td>Architecture and Urbanism</td>
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<td>Concentration in Archives</td>
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<td>Major and Minor in the Five College Department of Astronomy</td>
<td>AST</td>
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<td>Minor in Arts and Technology</td>
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<tr>
<td>Interdepartmental Major in Biochemistry</td>
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<td>III</td>
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<td>Concentration in Book Studies</td>
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<tr>
<td>Concentration in Bio-Mathematic Sciences</td>
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<td>Concentration in Buddhist Studies</td>
<td>BUX</td>
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<td>Concentration in Community Engagement and Social Change</td>
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<td>Digital Music</td>
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<td>Computer Science and Language</td>
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<td>Mathematical Foundations of Computer Science</td>
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<tr>
<td>Major and Minor in the Department of East Asian Languages and Literatures*</td>
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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)
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<td>Global Engagement Seminars</td>
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<td>Interdepartmental Minor in History of Science and Technology</td>
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<td>Interdepartmental Minor in Middle East Studies</td>
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<td>I/II</td>
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<td>Russian Civilization</td>
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<td>Concentration in South Asia</td>
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<td>Major and Minor in the Department of Sociology</td>
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Majors and Minors in the Department of Spanish and Portuguese*  
- Spanish  
- Portuguese-Brazilian Studies  
Interdepartmental Minor in Statistics  
Major and Minor in the Department of Theatre  
Interdepartmental Minor in Urban Studies  
Interdepartmental Major and Minor in Study of Women and Gender  

Other  
Extradepartmental Course in Accounting  
Other Extradepartmental Courses  
Interdepartmental Courses  
Quantitative Courses for Beginning Students  

Five College Certificates and Major  
- Five College Certificate in African Studies  
- Five College Asian/Pacific/American Certificate Program  
- Five College Certificate in Buddhist Studies  
- Five College Certificate in Culture, Health and Science  
- Five College Certificate in Cognitive Neuroscience  
- Five College Certificate in Ethnomusicology  
- Five College Certificate in Film Studies Major  
- Five College Certificate in International Relations  
- Five College Certificate in Latin American Studies  
- Five College Certificate in Logic  
- Five College Certificate in Middle East Studies  
- Five College Certificate in Coastal and Marine Sciences  
- Five College Certificate in Native American Indian Studies  
- Five College Certificate in Russian, East European and Eurasian Studies  
- Five College Certificate in Queer and Sexuality Studies  

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 | Special Studies (variable credit as assigned) |
| 404 | Special Studies (semester, four credits) |
| 408d | Special Studies (full year, eight credits) |
| 410 | Internships (credits as assigned) |
| 420 | Independent Study (credits as assigned) |
| 430d | Honors Project (full year, eight credits) |
| 431 | Honors Project (first semester only, eight credits) |
| 432d | Honors Project (full year, 12 credits) |
| 500 level | Graduate courses—for departments that offer graduate work, independent work is numbered as follows: |
| 580 | Special Studies |
| 590 | Thesis |
| 900 level | Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department. |

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

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

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

Language courses are numbered to provide consistency among departments:

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

Introductory science courses are numbered to provide consistency among departments.

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

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

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

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

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

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

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

Other Symbols and Abbreviations

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

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

(E): An “E” in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.
The course listings on pp. 69–480 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.
300 Capstone Colloquium in African Studies
The colloquium represents an interdisciplinary capstone experience for students concentrating in African studies. Drawing on the resources of faculty in the Five College African Studies Council, we will seek to synthesize and productively utilize the Africa-oriented coursework, study abroad, internships, and research experiences of class participants. We will consider how the generation of knowledge about Africa has shaped academic disciplines, how knowledge about Africa contributes to endeavors focused on economic progress and political and social transformation on the continent and elsewhere, and how the study of Africa is likely to change in coming decades. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial coursework in African studies and/or those with study-abroad experience in Africa. Enrollment limited to 18.

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, and Social Sciences.
No more than two courses from a student’s major may be counted toward the minor. At the discretion of the adviser, equivalent courses at other colleges may be substituted for Five College courses.

Language. Students interested in African studies are encouraged to study French or Portuguese. In addition, a student who has achieved intermediate level competence in an African language may petition for this to count as one of the required courses in the field of arts, literature, and humanities.

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

AFS 300 Capstone Colloquium in African Studies

Arts, Literature and Humanities

ARH 130 Introduction to Art History: Africa, Oceania and Indigenous Americas
CLT 205 Twentieth-Century Literatures of Africa
CLT 266 Studies in 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
FRN 230 Women Writers of Africa and the Caribbean
FRN 252 Cities of Light: Urban Spaces in Francophone Film
FRN 392 Seminar: Locating “la francophonie”
FYS 165 Childhood in African Literature
MUS 220 Topics in World Music: African Popular Music
PHI 254 African Philosophy

Historical Studies

AAS 218 History of Southern Africa (1600–1900)
AAS 370 Seminar: Modern Southern Africa
HST 234 Global Africa
HST 235 Africa Before and After Colonialism
HST 256 West Africa Since the 11th Century
HST 257 Early African History to 1800
HST 258 History of Modern Africa since 1800
HST 299 Ecology in Africa

Social Sciences

AAS 202 Topics in Black Studies: Anthropology of the African Diaspora
ANT 230 Africa: Peoples, Environment and Development Issues
ANT 271 Globalization and Transnationalism in Africa

ANT 272 Women in Africa
ANT 348 Seminar: Health in Africa
GOV 227 Contemporary African Politics
GOV 233 Problems in Political Development
GOV 257 Refugee Politics
GOV 347 Seminar: North Africa in the International System
**Afro-American Studies**

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

**Professors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Courses Offered</th>
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<tbody>
<tr>
<td>Paula J. Giddings, B.A.</td>
<td>Andrea Hairston, M.A. (Theatre and Afro-American Studies)</td>
<td>111 Introduction to Black Culture</td>
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<tr>
<td></td>
<td>Louis E. Wilson, Ph.D.</td>
<td>202 Topics in Black Studies</td>
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**Associate Professors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Kevin E. Quashie, Ph.D.</td>
<td>Daphne Lamothe, Ph.D. Chair</td>
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**Assistant Professor**

<table>
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<th>Name</th>
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<tr>
<td>Riché Barnes, Ph.D.</td>
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</table>

**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. **4 credits**

*Kevin Quashie*

Offered Fall 2012

**117 History of Afro-American People to 1960**

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

*Louis Wilson*

Offered Fall 2012

**201 Methods of Inquiry**

This course is designed to introduce students to the many methods of inquiry used for research in interdisciplinary fields such as Afro-American studies. Guided by a general research topic or theme, students will be exposed to different methods for asking questions and gathering evidence. **4 credits**

*Daphne Lamothe*

Offered Spring 2013

**202 Topics in Black Studies**

Topic: Yet Do I Marvel: The African American Poetic Tradition (Pending CAP approval)

From Lucy Terry’s “Bars Fight” composed in Deerfield, MA in 1746, to Tracy K. Smith’s Life on Mars, winner of the 2012 Pulitzer Prize in Poetry, African Americans have been making significant contributions to American poetry. However, African American poetry remains an under-studied subject. In this course we will begin with an extensive study of Phillis Wheatley and determine the ways in which she is the “mother” of the tradition. We will move on to Paul Laurence Dunbar’s work and discuss the role of dialect and its myriad iterations throughout the tradition. We will go on to explore the work of such notable poets as Sterling Brown, Langston Hughes, Melvin B. Tolson, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Sonia Sanchez, Nikki Giovanni, Audre Lorde, Lucille Clifton, Michael S. Harper, Yusef Komunyakaa, Rita Dove, Elizabeth Alexander and Natasha Trethewey. Enrollment limited to 40. **4 credits**

*Charita Gainey-O’Toole*

Offered Spring 2013

**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 nineteenth century to the present. Specifically, the course will focus
on spirituals, folk, blues, gospel, and jazz. Enrollment limited to 40. [A] 4 credits
James G. Carroll
Offered Spring 2013

232 The Black Church in the United States
This course is a socio-cultural view of the Black Church. It focuses attention on the development of the Black Church in the U.S. while locating the Black Church within the African Diaspora. We will explore the history of Black religious expression during slavery that created the merging of African spiritually and Protestantism in the Afro-Caribbean and the U.S. We will also explore the contemporary growth of the Pentecostal/holiness tradition in the Caribbean and Africa, as well as the more recent influence of Judaism and Islam on the African American religious experience. The exploration of each will be grounded in investigating the ways religion, spirituality, and “church,” have been used to imagine freedom for variously oppressed groups. We will utilize scholarly texts as well as film and ethnography. Students will conduct exploratory/qualitative research as a major component of the class requirements. [H/S] 4 credits
Riché Barnes
Offered Fall 2012

242 Death and Dying in Black Culture
Using a cultural studies perspective, this course will look at the distinction between and representational meanings of death and dying in Black culture. The course will explore how representations of death and dying manifest in various historical periods and cultural forms. It will also consider how gender, nationalism, sexuality, class and religion impact the discourse of death and dying. Finally and necessarily, we will consider death and dying’s not-too-distant relatives; memory, agency, loss, love. Not open to first-year students. [L/H] 4 credits
Kevin Quahbie
Offered Fall 2012

243 Black Activist Autobiography
From the publication of “slave narratives” in the 18th century to the present, African Americans have used first-person narratives to tell their personal story and to testify about the structures of social, political, and economic inequality faced by black people. These autobiographical accounts provide rich portraits of individual experience at a specific time and place as well as insights into the larger socio-historical context in which the authors lived. This course will focus on the autobiographies of activist women. In addition to analyzing texts and their contexts, we will reflect on and document how our own life history is shaped by race. Writers and subjects will include: Sojourner Truth, Zora Neale Hurston, Angela Davis, Harriet Jacobs and Audre Lorde among others. [H/S] 4 credits
Riché Barnes
Offered Spring 2013

249/ENG 248 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 Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Tozake Shange and Alice Walker. [L] 4 credits
Daphne Lamothe
Offered Fall 2012

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

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. Enrollment limited to 40. [H] 4 credits
Louis Wilson
Offered Spring 2013
289 (C) 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. Enrollment limited to 25. {H] 4 credits
Paula Giddings
Offered Fall 2012

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: AAS 117. {H] 4 credits
Louis Wilson
Offered Spring 2013

336 Seminar: Contemporary Topics in Afro-American History
Topic: Exiles, Transplants and In-betweener: Literatures of the African Diaspora. This seminar will focus on some of the major perspectives, themes and theoretical underpinnings in the field of African Diasporic Studies. We will read 20th and 21st century fiction and nonfiction from a range of cultural traditions that explore the conditions of displacement and uprootedness, which characterize the African Diaspora; we will also investigate the transformations of culture and identity that result from forced and voluntary migrations. The course’s primary focus will be on literary depictions of transnational identities and communities and questions of citizenship and belonging, in fiction by and about “in-betweener” who inhabit cultural and national borderlands. Our investigation will draw primarily from novels, but may also include examples from other genres, including poetry, short stories and memoir. Recommended background: at least one course in African American Studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores. {L] 4 credits
Daphne Lamothe
Offered Fall 2012

360 Seminar: 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 Spring 2013

370 Seminar: Modern Southern Africa
In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948–2000. {H/S] 4 credits
Louis Wilson
Offered Fall 2012

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.

ANT 230 Africa: Peoples, Environment and Development Issues
Offered Spring 2013

ANT 271 Globalization and Transformation in Africa
Offered Spring 2014

ENG 249 Literatures of the Black Atlantic
Offered Fall 2012

GOV 204 Urban Politics
Offered Spring 2013

HST 234 Global Africa
Offered Fall 2012

HST 257 Early African History to 1800
Offered Fall 2012
Misson

The Department of Afro-American Studies investigates the social, historical, cultural, and aesthetic works and practices of populations of African descent throughout the Diaspora. A multi-disciplinary endeavor, our interrogations begin not with race as an assumed concept but as a site of profound social formation that must be considered in relation to gender, class, nation, ethnicity, religion and sexuality. We understand our mandate to be two-fold: to provide a coherent, grounded body of knowledge for our majors and minors as well as to serve the broader academic and co-curricular needs of the college. In all of these endeavors, we emphasize the need for students to develop their analytic capacities.

A student in our department is first a critical thinker, one who learns to ask questions, seek connections, un-pack what is invisible or ignored. Our courses emphasize close reading, research and writing, and our curriculum expects students to think about the Caribbean, Africa and Diaspora communities in Europe and elsewhere. In support of this expectation, we encourage students to travel abroad.

The Major

Requirements for the Major

An Afro-American Studies major will have experience

* Studying closely classic texts or figures or historical periods or movements
* Considering the aesthetic principles undergirding 19th- and 20th-century African American culture
* Engaging texts, movements or events from many disciplinary standpoints
* Considering the impact of gender, class, nation, sexuality on African American culture
* Thinking intellectually about the Diaspora

A major is also strongly encouraged to study abroad as well as to take courses in all seven areas of Latin distribution.

The major consists of eleven (11) four-credit courses as follows:

1. Three required courses: 111, 117 and 201.
2. General concentration: four 100- and 200-level courses at least one of which must have a primary focus on the African Diaspora. Courses at the 300-level may also be used when appropriate.
3. Advanced concentration: three courses organized in one of five areas or pathways: history, literature/cultural studies, social science, black women’s studies or Diaspora studies. Of the three courses, at least one must be at the 300-level; and at least one must have a primary focus on the African Diaspora.
4. The designated capstone seminar in the junior or senior year. The course is required of all majors including honors thesis students.

The Minor

Requirements for the Minor

The minor consists of six (6) four-credit courses as follows:

1. Two of the three required courses: 111, 117, 201.
2. Four elective courses, at least one of which must be a seminar or a 300-level class; and at least one of which must have a primary focus on the African Diaspora.
Pathways Through the Major

1. History

202 African Americans & the Politics of Reparations \{H/S\}
218 History of Southern African (1600 to 1900) \{H\}
232 The Black Church in the United States \{H/S\}
243 Black Activist Autobiography \{H/S\}
278 The Sixties: A History of Afro-Americans in the United States from 1954 to 1970 \{H\}
289 Feminism, Race & Resistance \{H\}
335 Free Blacks in the U.S. Before 1865 \{H\}
366 Ida B. Wells and the Struggle Against Racial Violence \{H\}
370 Modern South Africa \{H/S\}

2. Literature/Cultural Studies

170/ENG 184 African American Literature 1746–1900 \{L\}
175 African American Literature 1900–present \{L\}
202 Black Music & Lit \{L\}
211 Black Cultural Theory \{L/H\}
232 The Black Church in the United States \{H/S\}
242 Death and Dying in Black Culture \{L/H\}
243 Black Activist Autobiography \{H/S\}
245/ENG 282 Harlem Renaissance \{L\}
249/ENG 348 Black Women Writers \{L\}
254 Race and Identity in the Global City: Anthropology of the African Diaspora \{S\}
278 The Sixties: A History of Afro-Americans in the United States from 1954 to 1970 \{H\}
336 Literatures of the African Diaspora \{L\}
345 Classic Black Texts \{L\}
360 Toni Morrison \{L\}
366 Ida B. Wells and the Struggle Against Racial Violence \{H\}
389 Black Women, Work and Family

3. Social Science

155 Introduction to Black Women’s Studies
212 Family Matters: Representation, Policy and the Black Family \{S\}
232 The Black Church in the United States \{H/S\}
243 Black Activist Autobiography \{H/S\}
254 Race and Identity in the Global City: Anthropology of the African Diaspora \{S\}
327 Race and Class in Conflict: The Rise of the Black Middle Class \{S\}
366 Black Women, Work and Family \{L/S\}

4. Black Women’s Studies

155 Introduction to Black Women’s Studies (last offered as 202 Black Feminist Theories) \{S\}
212 Family Matters: Representation, Policy and the Black Family \{S\}
249/ENG 348 Black Women Writers \{L\}
289 Feminism, Race and Resistance \{H\}
354 Black Feminist Theories
360 Toni Morrison \{L\}
366 Ida B. Wells and the Struggle Against Racial Violence \{H\}
389 Black Women, Work and Family \{L/S\}

5. Diaspora Studies

218 History of Southern African (1600 to 1900) \{H\}
254 Race and Identity in the Global City: Anthropology of the African Diaspora \{S\}
336 Exiles, Transplants and In-betweeners: Literatures of the African Diaspora \{L\}
370 Modern South Africa \{H\}

Adviser for Study Abroad: Riché Barnes

Honors

Director: Daphne Lamothe

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
American Studies

Visit www.smith.edu/catalog for current course information.

Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
Richard Millington, Ph.D., Professor of English Language and Literature
Michael Thurston, Ph.D., Professor of English Language and Literature, Director
°Floyd Cheung, Ph.D., Associate Professor of English Language and Literature
Kevin Rozario, Ph.D., Associate Professor of American Studies
Steve Waksman, Ph.D., Associate Professor of Music
Christen Mucher, M.A., Instructor in American Studies
Nan Wolverton, Ph.D., Lecturer
Lance Hall-Witt, Director, American Studies Diploma Program
Dorothy Moss, Ph.D., Lecturer

Joan Leiman Jacobson Visiting Nonfiction Writer
Russ Rymer

Five College Associate Professor of History
Richard Chu, Ph.D.

Research Associates
Kerry Buckley, Ph.D.
W.T. Lhamon, Jr., Ph.D.
Sherry Marker, M.A.
Barry Werth, M.S.

American Studies Committee
Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
°F John Davis, Ph.D., Professor of Art
Michael E. Gorra, Ph.D., Professor of English Language and Literature
Richard Millington, Ph.D., Professor of English Language and Literature
°F Christine Shelton, M.S., Professor of Exercise and Sport Studies
Michael Thurston, Ph.D., Professor of English Language and Literature
°F Susan R. Van Dyne, Ph.D., Professor of the Study of Women and Gender
Louis Wilson, Ph.D., Professor of Afro-American Studies
°F Justin D. Cammy, Ph.D., Associate Professor of Jewish Studies
°F Floyd Cheung, Ph.D., Associate Professor of English Language and Literature
Jennifer Guglielmo, Ph.D., Associate Professor of History
Alice Heast, Ph.D., J.D., Professor of Government
°F Alexandra Keller, Ph.D., Associate Professor of Film Studies
Daphne Lamothe, Ph.D., Associate Professor of Afro-American Studies
Kevin Rozario, Ph.D., Associate Professor of American Studies
Steve Waksman, Ph.D., Associate Professor of Music
°F Frazer Ward, Ph.D., Associate Professor of Art
°F Nina Antonetti, Ph.D., Assistant Professor of Landscape Studies
Christen Mucher, M.A., Instructor in American Studies
Andrea Stone, Ph.D., Assistant Professor of English Language and Literatures
Sherrill Redmon, Ph.D., Director of the Sophia Smith Collection
Lance Hall-Witt, Director, M.A., American Studies Diploma Program

130 Mapping Asian/Pacific/American Studies
What is Asian/Pacific/American Studies? How is it done? What are its disciplinary, geographical and imaginative boundaries? This course will introduce students to this relatively new field through a series of lectures. Lectures will highlight the interdisciplinary nature of studying A/P/A histories, ethnicities, communities, experiences and issues. Faculty members from across the Five College Asian/Pacific/American Studies Certificate Program will present lectures and facilitate discussion. To be held at Smith. Graded S/U only. 1 credit
Richard Chu and Floyd Cheung
Offered Fall 2012
201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American studies. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relationship to Europe, the question of race, the roles of women, family structure, social class and urban experience. Open to all first and second year students, as well as to junior and senior majors. (L/H) 4 credits
Christen Mucher, Kevin Rozario, Michael Thurston
Offered Spring 2013, Spring 2014

202 Methods in American Studies
A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies. Prerequisite: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. (H/S) 4 credits
Kevin Rozario, Fall 2012
Steve Waksman, Spring 2013
Offered both semesters each year

220 Colloquium
Enrollment limited to 20

Curating American Memory (Pending CAP approval)
Which histories become part of national memory, and which do not? This course will interrogate the intellectual, political, and pedagogical bases of museums and public history collections in the U.S. from the 18th century to today. We will devote part of our time to the theoretical readings that will ground our inquiry: texts will range from museum studies, anthropology and sociology, to history, literary studies, and cultural studies. The other part will focus on specific historical and present-day case studies, such as PT Barnum's American Museum, Wanamaker's Hiawatha Shows, the President's House and the Pop-Up Museum of Queer History. (H/A) (E) 4 credits.
Christen Mucher
Offered Fall 2012

Writing American Lives
Throughout the past two centuries, while defining “We the people of the United States” has taken place in legal documents such as the Naturalization Act of 1790 and the Chinese Exclusion Act of 1882, it has occurred also in more personal works. Through reading diverse autobiographical writings—including some classics, spiritual autobiographies, slave narratives, immigrant autobiographies, ethnic American autobiographies, poetry, film and internet presentations of self—as well as selected theories of autobiography, participants in this course will explore the possibilities and limitations involved in being and becoming American. (L) (E) 4 credits
Floyd Cheung
Offered Spring 2013

225 Colloquium: Corporate Capitalism, Media and Protest in America
“Don’t hate the media, become the media.” The U.S. Constitution recognizes a free press as the lifeblood of democracy, informing citizens and holding the powerful accountable. But as this bumper sticker conveys, there is widespread distrust of the media. This course analyzes the transformation of the press into a corporate enterprise over the past 150 years, and the opposition this has provoked. Examining key developments (the creation of multinational media conglomerates as well as new digital media alternatives) and focusing on case studies such as Occupy Wall Street, we examine the influence of the media on American political, economic and cultural life. Enrollment limited to 20. (H/S) 4 credits
Kevin Rozario
Offered Fall 2012

226 Introduction to Colonial North America, 1492–1763
This course provides an overview of early American history, from contact in 1492 to the eve of colonial independence movements in 1763. Together, we will pay as much attention to the how and why (processes, motivations, imaginaries) as to the what (dates, events) of colonial history, focusing on diverse sites of contact, exchange, and conflict in the colonial projects of England and Spain in North America. By analyzing various historical documents—including maps, engravings, letters, narratives and treaties—we will attend to the activities and effects of contact, exchange, and conflict among Native, African, and European peoples and institutions. (E) (H) 4 credits.
Christen Mucher
Offered Fall 2012

230 Colloquium
Enrollment limited to 20.
The Asian/Pacific/American Experience
Through the course of the semester, students will con-
sider the many histories, experiences, and cultures that
shape and define the ever-changing, ever-evolving field
of Asian/Pacific/American (A/P/A) Studies, an inter-
disciplinary 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 experi-
ences of A/P/A’s 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, immi-
gration, citizenship, transnationalism, gender and
class. Note that in the first nine weeks of the course,
the Tuesday class meets at 7:30–9:30 p.m. instead of
the usual 3–4:50 p.m. During these evening sessions,
students will be attending a series of lectures given by
A/P/A scholars in the Five Colleges. {L} 4 credits
Richard Chu
Offered Fall 2012

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 expres-
sion, social instruction and cultural conflict. We exam-
ine theoretical texts that help us to “read” popular cul-
ture, 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 plea-
sure, disgust, fear and satisfaction. Alternating lecture/
discussion format. Enrollment limited to 35. Admission
by permission of the instructor. {H/S} 4 credits
Steve Waksman
Offered Fall 2012

302 Seminar: The Material Culture of New England,
1630–1860
Using the collections of Historic Deerfield, Inc., and
the environment of Deerfield, Massachusetts, students
explore the relationship of a wide variety of objects
(architecture, furniture, ceramics and textiles) as well
as landscapes 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 2013, Spring 2014

340 Symposium in American Studies
Limited to senior majors.
Banned in the U.S.A.
Just how free are we to express ourselves in the United
States? Where does one person’s freedom of expression
run up against another’s assumed freedom not to be
offended? This course explores the limits of accept-
able political, cultural and artistic expression over the
course of American history. We will examine the foun-
dations of free expression in the U.S. Constitution and
the evolving understanding of freedom of expression
in First Amendment jurisprudence through the 19th
and 20th centuries, and we will deal in some depth
with some examples of banned discourse. Our discus-
sions will necessarily entail some direct experience of
material deemed at one or another time and for one or
another reason seditious, offensive or obscene, though
such material will always be framed by specific contexts
and questions and, in the most delicate cases, alterna-
tives will be provided for students who wish to opt out.
Permission of the instructor required. {A/L} 4 credits
Michael Thurston
Offered Fall 2012

341 Symposium in American Studies
Limited to senior majors.
American Undergrounds
Since the 1960s, “The Underground” has been imag-
ned as a privileged space of artistic innovation, politi-
cal radicalism and authentic selfhood. Even today,
hip hop and punk musicians describe themselves as
“underground” if they wish to emphasize their integ-
ritvity; it is the place to go to keep things real, to avoid
“selling out”, to evade being co-opted by the dominant
order. But what does it mean to be underground? Where
did the underground idea come from? What happens
to politics and art when it is imagined as an “under-
ground” (as opposed to mainstream) activity? This
course offers a critical history of “The Underground”
from the underground slave railroad of the early 19th
century to the punk and hip hop undergrounds of our
own time. Permission of the instructor required. {H/A} 4 credits
Kevin Rozario
Offered Spring 2013

351/ENG 384 Writing About American Society
In this class, students will develop their skills in nar-
rative, long-form non-fiction writing as they explore
the ways that science and technology are transforming American culture. We will analyze science writing by authors ranging from John McPhee to Elizabeth Kolbert, and discuss issues ranging from social networking to research into the origins of life. Students will write several original essays and reported pieces during the semester. Enrollment limited to 15. Admission by permission of the instructor, based on submitted writing samples. [L/S] 4 credits

Russ Rymer
Offered Fall 2012

353 Seminar: Native Literacies to 1880
In this course we will explore the meaning and use of writing—in many forms—within Native communities in the Americas. We will challenge the conventional understanding of writing by examining texts not usually considered as such—like hieroglyphic codices, wampum belts, khipus and winter counts—alongside poetry, sermons, memoirs and treaties. To facilitate this work, the course will be arranged thematically by tribe, technology or text, rather than chronology, allowing us to deepen our knowledge about the peoples and histories concerned each week. In addition, we will immerse ourselves in current-day debates over language study, textual recovery, cultural heritage and scholarly ethics. Prerequisite: a course in history, anthropology or American studies. Enrollment limited to 12. (E) [H] 4 credits

Christen Mucher
Offered Spring 2013

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
Rosetta Marantz Cohen, Director
Offered Fall 2012, Fall 2013

411 Seminar: American Culture: The Copy in the Museum
This seminar examines the history, functions, theories and meanings of museums in society, focusing primarily on the changing role of the museum in the digital age. From the emergence of photography in the mid 19th century to the ever-expanding use of the Internet today, the notion of the museum in the United States has been and is constantly in flux. While elite art museum officials of the 19th century sought primarily to teach and promote “high” culture, today’s museum administrators highlight the museum’s position in global communication, dissemination of information and cross-cultural understanding. Students will be introduced to all aspects of the museum field and examine the impact of media and technology from the period when photography was new in the 19th century.
to today. (Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.). {H} 4 credits
Dorothy Moss
Offered Fall 2012, Fall 2013

412 Research Project at the Smithsonian Institution
Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. {H/S} 8 credits
Rosetta Marantz Cohen, Director
Offered Fall 2012, Fall 2013

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 projects are exempt from the seminar requirement;
3. International comparison. In order to foster international perspectives and to allow comparisons with the American experience, all majors must take a course dealing with a nation or society other than the United States, a course preferably in the area of the student’s focus;
4. 340 or 341.

Adviser for Study Abroad: Kevin Rozario

Honors Director: Floyd Cheung

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered Fall 2012, Fall 2013

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

Diploma in American Studies

Director: Lane Hall-Witt

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

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

555 Seminar: American Society and Culture
“Freedom” has long been a defining ideal of U.S. life, passionately desired and intensely contested. This course will investigate freedom in its cultural and social aspects. How did the ideals of freedom become so
intimately associated with “America,” and specifically with the United States of America? How have various dispossessed peoples—slaves, immigrants, women, racial and ethnic minorities, colonized populations—looked to the ideals and practices of U.S. freedom to sustain their hopes and inform their actions? How have progressive and conservative reform movements fashioned myths of freedom to support their aspirations? How have ideals of freedom shaped the various roles the U.S. plays in the world? How should we assess the institutional framework that underlies the implementation of freedom as a “way of life” in the U.S.—democratic politics, representative governance and market capitalism. This course is restricted to students in the Diploma Program in American studies. 4 credits

*Lane Hall-Witt*

Offered Fall 2012, Fall 2013

**570 Diploma Thesis**

4 credits

*Lane Hall-Witt*

Offered Spring 2013, Spring 2014
Ancient Studies

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

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. (Other courses may count toward the minor with permission of the student’s adviser.)

**Related Courses**

Please see home department for complete course descriptions.

**ARH 212 Ancient Cities and Sanctuaries**
*Barbara Kellum*
Offered Fall 2012

**ARH 280/FLS 255 Swords and S(c)andals**
*Topic: Ancient Rome in Film*
*Barbara Kellum*
Offered Spring 2013

**ARH 315 Studies in Roman Art**
*Topic: Augustan Rome*
*Barbara Kellum*
Offered Spring 2013

**CLS 227 Classical Mythology**
*Scott Bradbury*
Offered Fall 2012

**GOV 261 Ancient and Medieval Political Theory**
*Patrick Coby*
Offered Fall 2012

**GRK 213 Introduction to Homeric Epic**
*Scott Bradbury*
Offered Spring 2013

**GRK 310 Homer, Homeric Hymns**
*Scott Bradbury*
Not offered 2012–13

**GRK 310 Homer’s Iliad**
*Scott Bradbury*
Offered Spring 2013

**HST 202 Ancient Greece**
*Richard Lim*
Offered Fall 2012

**HST 203 Alexander the Great and the Hellenistic World**
*Richard Lim*
Offered Spring 2013
Courses that count toward the minor but are not offered in 2012–13 include:

ARH 208 The Art and Architecture of Ancient Greece
ARH 216 The Art and Architecture of the Roman World
ARH 285 Great Cities: Pompeii
ARH 352 Hellenistic Art and Architecture
CLS 235 Life and Literature in Ancient Rome
FYS 163 The Holy Land
GOV 261 Ancient and Medieval Political Theory
REL 213 Prophecy in Ancient Israel
REL 216 Topics in Biblical Studies: Archaeology and the Bible: From Ancient Israel to Early Judaism and Christianity
REL 219 Christian Origins: Archaeological and Socio-Historical Perspectives
REL 247 The Qur'an
REL 345 The Making of Muhammad
Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses.

130 Introduction to Cultural Anthropology
The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, Asia and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Limited to first years and sophomores. Total enrollment of each section limited to 25. \{S\} 4 credits
Elliot Fratkin, Suzanne Gottschang, Pinky Hota, Donald Joralemon, Fall 2012
Fernando Armstrong-Fumero, Caroline Melly, Spring 2013
Offered both semesters each year

135/ARC 135 Introduction to Archaeology
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30. \{N/S\} 4 credits
Maxine Oland, Fall 2012
Offered Fall 2012

200 Colloquium in Anthropology
This course is designed to introduce students to the variety of methods of inquiry used for research in the Anthropology. Students will be introduced to methods of locating and analyzing information and sources, developing research questions, and writing in the course of the semester. Course topics will vary. Normally taken in the Sophomore or Junior year. Prerequisite: ANT 130. Enrollment limited to anthropology majors and minors. Enrollment limited to 20. 4 credits

Topic for 2012–13: Anthropology and Human Rights
This course will examine anthropological approaches to human rights and the role of anthropologists in human rights organizations. Our focus will be on the rights of vulnerable populations to land, cultural
heritage and civil rights; these vulnerable populations include national minorities, indigenous peoples, women and homosexuals. Students will explore definitions of human rights, focusing on a particular group’s movement towards self-identification, representation and political participation. The end goal of this course is to produce a research proposal that investigates a particular human rights case, including a description of the group’s identity and history, the challenges this group faces, and the activities of anthropologists, human rights organizations and NGOs on their behalf. (E) [S] 4 credits
Elliot Fratkin
Offered Spring 2013

**224 Archaeological Method, Theory and Practice**
This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice will address the roles and responsibilities of archaeologists in heritage management, museum development and community outreach. (S) 4 credits
Elizabeth Klarich
Offered Spring 2014 at Amherst College

**226 Archaeology of Food**
(Pending CAP approval)
This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. (S) 4 credits
Elizabeth Klarich
Offered Spring 2013
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-modernist interpretation. The works of major anthropologists are explored including Franz Boas, Bronislaw Malinowski, Margaret Mead, Evans-Pritchard, Claude Levi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Prerequisite: ANT 130 or permission of the instructor. (TI) 4 credits
Fernando Armstrong-Fumero
Offered Fall 2012, Fall 2013

237 Native South Americans
Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include: early migration, cultural classifications, pre-Hispanic socio-political patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. {N/S} 4 credits
Donald Joralemon
Offered Spring 2013

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. Not open to first-year students. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. {S} 4 credits
Elliot Fratkin
Offered Fall 2012, Fall 2013

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 healthcare and to the training of physicians in the United States. Enrollment limited to 30. {S/N} 4 credits
Donald Joralemon
Offered Fall 2012, Fall 2013

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

252 The City and the Countryside in China
With more than 80 percent of its population based in rural areas, China is usually viewed as a primarily agrarian society. However, economic reforms in the last twenty years have brought about dramatic growth in China’s urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. {S} 4 credits
Suzanne Gottschang
Offered Fall 2013

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. \(\text{[S]}\) 4 credits
Suzanne Gottschang
Offered Fall 2012

255 Dying and Death
Death, the “supreme and final crisis of life” (Malinowski), calls for collective understandings and communal responses. What care is due the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Prerequisite: ANT 130 or permission of the instructor. Not open to first year students. Enrollment limited to 30. \(\text{[H/S]}\) 4 credits
Donald Joralemon
Offered Spring 2014

267 Self and Society in South Asia
This course introduces students to the culture, politics and everyday life of South Asia. Topics covered will include religion, community, nation, caste, gender and development, as well as some of the key conceptual problems in the study of South Asia, such as the colonial construction of social scientific knowledge, and debates over “tradition” and “modernity.” In this way, we will address both the varieties in lived experience in the subcontinent, and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we will study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. \(\text{[S]}\) 4 credits
Pinky Hota
Offered Spring 2013

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. \(\text{[S]}\) 4 credits
Fernando Armstrong-Fumero
Offered Spring 2013, Spring 2014

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

274 The Anthropology of Religion
What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include: religious experience and rationality, myth, ritual, and magic, rites of passage, function and meaning, power and alienation, religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. \(\text{[S]}\) 4 credits
Pinky Hota
Offered Spring 2013

277 Archaeology, Colonial Entanglements and the Making of the Modern World
The world as we know it today has been shaped by European colonial and imperial policies of the post-15th century. Most colonial histories are written by the colonizers. Archaeology provides us with a tool to examine colonialism from multiple viewpoints, as we study culture change from a material and spatial perspective. In this course we will examine the archaeology of colonial encounters. We will compare historic and archaeological perspectives on the colonial past, and examine how our narratives have meaning in the
Seminars

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

Maxine Oland
Offered Fall 2012

4 credits

342 Seminar: Topics in Anthropology
Topic: Anthropology and Risk. This course examines the universal and science based frameworks in which notions of risk are identified. From a cross-cultural perspective, we will consider how social and cultural forces also drive identification of risk and anticipation of danger. Cases from public health, medicine, environmental and development studies will be used to examine the contingency of risk theory in practice.

Suzanne Gottschang
Offered Spring 2013

4 credits

344 Seminar: Topics in Medical Anthropology
Topic for 2012–13: Drugs. Anthropology has a long history of studying drug use, from mind-altering substances employed in healing rituals to the global activities of the pharmaceutical industry. The seminar will sample such issues as: New Age spiritual engagement with shamanic healers, the cultures of addiction, professional guinea pigs in clinical trials, orphan drugs and the politics of global health, neuro-enhancing drugs in the academy and the drug management of normal human experiences. Topic for 2013–14: TBA

Donald Joralemon
Offered Spring 2013, Spring 2014

4 credits

352 Seminar: Topics in Anthropology
Topic: The Anthropology of Multiculturalism. In the United States, the idea of multiculturalism has come to symbolize the right of communities with distinct cultures to maintain their own ways of living in a diverse national society. Similar politics of difference have developed in other countries in the world. But is multiculturalism the same idea in every national context? How do the different histories of countries in North or South America, Europe, Asia or Africa influence the way that these different national multiculturalisms develop. How do transnational trends in the politics of culture and diversity get adapted to work in these different contexts? The course will focus on specific historic and ethnographic studies that document the relationship between the culture and history of different national and local communities and trends of contemporary multicultural traditions. A range of readings will introduce general topics which students will apply to specific contexts for their own research.

Fernando Armstrong-Fumero
Offered Fall 2012

4 credits

353 Seminar: Topics in Anthropology
Topic: Urban Anthropology. This course considers the city as both a setting for anthropological research and
as an ethnographic object of study in itself. We aim to think critically about the theoretical and methodological possibilities, challenges, and limitations that are posed by urban anthropology. We will consider concepts and themes such as urbanization and migration; urban space and mobility; gender, race and ethnicity; technology and virtual space; markets and economies; citizenship and belonging; and production and consumption. Enrollment limited to 30. [S] 4 credits

**Caroline Melly**

Offered Fall 2013

**General Courses**

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

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

**The Major**

**Adviser:** Fernando Armstrong-Fumero, Elliot Fratkin, Suzanne Gotschang, Donald Joralemon, Elizabeth Klarich, Caroline Melly

**Advisers for Study Abroad:** Africa and other areas: Elliot Fratkin and Caroline Melly; Asia: Suzanne Gotschang; Latin America: Donald Joralemon, Fernando Armstrong-Fumero and Elizabeth Klarich; South Asia: Pinky Hoa

**Requirements:** Eight (8) courses in anthropology including “Introduction to Cultural Anthropology” (130), “History of Anthropological Theory” (233), and “Colloquium in Anthropology” (200), preferably taken in the sophomore year and a Smith anthropology seminar. The remaining three (3) courses for the major may be more anthropology classes or courses in related fields, including language, math or science (if these are linked to the student’s anthropological interests. Students must show a competency in a foreign language equivalent to four semesters of college level classes. A maximum of two language courses may count towards the three related course category for the major. Students who wish to focus their major in biological anthropology may replace the language requirement with two courses in mathematics (M) and/or natural science (N) if the courses serve as an essential foundation for advanced work in this sub-field and they are above the 100 level. Any alternative for the language requirement will be developed in consultation with an adviser and must be part of an overall plan of studies approved by the entire department.

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

Majors interested in biological archaeology or additional courses in archaeology may take advantage of the excellent resources in this area at the University of Massachusetts and Hampshire College.

**Honors**

**Director:** Fernando Armstrong-Fumero

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

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

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

**112/GEO 112 Archaeological Geology of Rock Art and Stone Artifacts**
What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes, and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. **4 credits**
Bosiljka Glumac
Offered Fall 2012

**ANT 135 Introduction to Archaeology**
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30. **4 credits**
Maxine Oland
Offered Spring 2013

**ANT 266 Archaeology of Food**
(Pending CAP approval)
This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethno-graphic approaches to the study of food. **4 credits**
Elizabeth Klarich
Offered Spring 2013
ANT 277 Archaeology, Colonial Entanglements and the Making of the Modern World

The world as we know it today has been shaped by European colonial and imperial policies of the post-15th century. Most colonial histories are written by the colonizers. Archaeology provides us with a tool to examine colonialism from multiple viewpoints, as we study culture change from a material and spatial perspective. In this course we will examine the archaeology of colonial encounters. We will compare historic and archaeological perspectives on the colonial past, and examine how our narratives have meaning in the contemporary world. Special attention will be paid to the case of Latin America. (E) {S} 4 credits
Maxine Oland
Offered Fall 2012

ARH 212 Ancient Cities and Sanctuaries (L)

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes will include urbanism, landscapes, and patterns of worship, including initiation, sacrifice and pilgrimage. We’ll probe how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. {H/A} 4 credits
Barbara Kellum
Offered Fall 2012

ARH 315 Studies in Roman Art (S)

*Topic: Augustan Rome.* The first emperor Augustus claimed to have found Rome a city of mud brick and left it clothed in marble. This seminar will focus on the transformation of the city into a world capital considering the archaeological evidence for its building complexes and the representation of the Rome in the literature of the time. This historical analysis of the Augustan city and its polyvalent meanings will also consider the perspectives offered by contemporary urban theory, mapping, and virtual reality modeling. {H/A} 4 credits
Barbara Kellum
Offered Spring 2013

PRS 313 Western Encounters in Afghanistan: from Alexander the Great to Modern Archaeology

This interdisciplinary seminar examines three representative western encounters in Afghanistan: the conquest by Alexander the Great and the making of Greek Bactrian civilization; British encounters culminating in the first two (19th century) Anglo-Afghan wars that inspired travelogues, memoirs and poems by Rudyard Kipling; and modern archaeology that rediscovered ancient Greek remains and museum exhibitions that link Afghanistan’s past and present with that of the West. We will use historical, literary and other approaches to examine the real and symbolic significance of Afghanistan to various “westerners,” its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint upon a land that was proverbially difficult to conquer and harder still to rule. The course is cross listed and accepted for credit in Archaeology, English and History. Enrollment limited to 15 juniors or seniors. (E) {H} 4 credits
Richard Lim (History) and Cornelia Pearsall (English)
Offered Fall 2012

REL 162 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 2012

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:
2. Five additional courses (if the archaeological project, see below, carries academic credit, only four additional courses are required.) These are to be chosen in consultation with the student’s adviser for
the minor. We encourage students to choose courses from at least two different departments, and to study both Old World and New World materials. A list of approved courses is available on the Program Website at www.smith.edu/arch.

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

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

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

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)
Dwight Pogue, M.F.A.
Craig Felton, Ph.D.
†1, ‡2 John Davis, Ph.D.
†2 Barbara A. Kellum, Ph.D.
†1 A. Lee Burns, M.S., M.F.A.
Brigitte Buettner, Ph.D., Chair
John Moore, Ph.D.
*2 Dana Leibsohn, Ph.D.

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

Kennedy Professor in Renaissance Studies
Suzanne Folds McCullagh, Ph.D.

Associate Professors
* Lynne Yamamoto, M.A.
*† Fraser Ward, Ph.D.
Fraser Stables, M.F.A., Associate Chair

Harnish Visiting Artist
Yola Monakhov-Stockton, M.F.A.

Assistant Professors
John Slepian, M.F.A.
‡1 James Middlebrook, M.Arch.
‡2 Laura Kalba, Ph.D.
Lindsey Clark-Ryan, M.F.A.

Senior Lecturer
John Gibson, M.F.A.

Lecturers
Katherine Schneider, M.F.A.
Martin Antonetti, M.S.L.S.
Meredith Broberg, M.F.A.
Jessica Nicoll, M.A.
Jennifer Pruitt, Ph.D.
Ajay Sinha, Ph.D.
Elizabeth Meyersohn, M.F.A.
Lucretia Knapp, M.F.A., M.S.L.S.
Elizabeth Coulter, M.F.A.
Lorne Falk, M.A.
Fan Zhang, Ph.D.
Aruna D’Souza, Ph.D.
Ninette Rothmüller, M.A.
Anne Monahan, Ph.D.
Melissa Walt, Ph.D.
Nan Wolverton, Ph.D.
Ben Ledbetter, M. Arch.
Amanda Gilvin, Ph.D.

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

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

Courses associated with a concentration (such as IDP, ARX, etc.) cannot be counted toward the completion of the art major.

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. Unless otherwise indicated, enrollment in each section is limited to 18, normally first years and sophomores.

Moments and Monuments
What roles have the visual arts played in the organization and understanding of various cultures around the world? Focusing on selected important monuments and figures—from antiquity to the present—we will rely on close looking and contextual explorations to reveal the ideas, beliefs, histories, and emotions inscribed by humans in their material world. Examples drawn from Asia, Europe, and the Americas. *(A/H)* 4 credits
Jennifer Pruitt
Offered both semesters

Realism: The Desire to Record the World
Throughout history, artists have sought to recreate the natural world; indeed “Realism” has been a driving force behind representation from the earliest human-made images to the invention of photography and 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. *(H/A)* 4 credits
Anne Monahan
Offered both semesters

From Caves to Cathedrals
Through a selective study of European art from the prehistoric period to about 1500 we shall consider: (1) materials and techniques; (2) patterns variously deployed to create the illusion of space; (3) the design, function, and symbolism of cities and buildings; (4) the relationship of artistic production and expression to religion, politics, individual and institutional patronage, and other social and intellectual spheres; (5) issues turning on uniqueness and artists’ fame versus anonymity, canonicity, reproducibility, and transmissibility; (6) cross-cultural exchange. The analytical and interpretative models used by historians of art to contextualize the objects they study will be highlighted throughout. (E) *(H/A)* 4 credits
John Moore
Offered Fall 2012

Art and Trade
(Pending CAP approval)
Art and Trade will examine the dynamic exchange of art, ideas, commodities, and technologies that have crossed through Asia and beyond over the past two millennia. What forces have shaped the visual cultures of Asia? And, in turn, how have these visual cultures been received and transformed outside Asia? The geographical scope includes East Asia (China, Korea, Japan), India, the Ottoman Empire, Paris, and America, with examples ranging from ancient and medieval times to the present day. From Zen to porcelain to anime, this course will consider varieties of Asian visual culture and its reception, influence, and transformation in different cultural settings and across time. *(H/A)* 4 credits
Melissa Walt
Offered Spring 2013

**ARH 120 Introduction to Art History: Asia**
This multicultural course introduces students to the visual arts of Asia. In a writing- and speaking-intensive learning environment, students will explore architecture, sculpture, painting and other arts from the earliest times to the present in relation to the history and culture of such different Asian countries as India, China, Japan, and others. Illustrated class lectures, group discussions, museum visits, and writing exercises will allow students an opportunity to develop skills in visual analysis and art historical interpretation. No prerequisites. Enrollment limited to 40. *(A/H)* 4 credits
Ajay Sinha
Offered Fall 2012

**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 Middle East, Egypt, Greece and Rome, 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 {A/H} 4 credits
Craig Felton
Offered both semesters

**ARH 150 Introduction to Art History: Architecture and the Built Environment**

What kinds of places do people call home, and where do they choose to bury their dead? How have communities marked their territories, or cities reshaped landscapes? What does it mean to enshrine the sacred, to nurture civic gardens, or to create a consumer paradise—in eighth-century Spain or 11th-century New Mexico, 19th-century Beijing or contemporary Dubai? Working across cultures, and from antiquity to the present, this class highlights both global and distinct, local perspectives on the history of architecture and the built environment. Enrollment limited to 40. {A/H} 4 credits

Dana Leibsohn
Offered Spring 2013

**FYS 197 On Display: Museums, Collections and Exhibitions**

Why do people collect things and what do they collect? Members of this seminar will explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the Botanical Sciences herbarium collection or that cabinet of curiosities which is Mt. Holyoke’s Skinner Museum we will research the histories of these collections and analyze the rationale of varying systems for ordering objects. By learning the critical skills of visual analysis and by grappling with the interpretations of art historians, anthropologists, and psychologists we’ll attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-year students. (E) WI {A/H} 4 credits

Barbara Kellum (Art)
Offered Fall 2012

**Lectures and Colloquia**

**GROUP I, BEFORE 1200 CE**

**ARH 212 Ancient Cities and Sanctuaries (L)**
This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes will include urbanism, landscapes, and patterns of worship, including initiation, sacrifice and pilgrimage. We’ll probe how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. {H/A} 4 credits

Barbara Kellum
Offered Fall 2012

**ARH 222 The Art of China (L)**
This course introduces the diverse artistic and cultural traditions in China from the Neolithic period to the 19th century. A variety of visual materials, including archaic jades, ritual bronzes, mortuary sculpture, temple murals and scroll paintings, will be examined both as examples of the culture in which they were made as well as works collected and valued for their aesthetic qualities. With updated archaeological material, this course considers artistic creation in relation to society, class, ethnicity, religion, and changing perception of what constitutes Chinese art. {A/H} 4 credits

Fan Zhang
Offered Fall 2012

**ARH 234 The Age of Cathedrals (L)**
Architectural, sculpted, and pictorial arts from the twelfth through the early 15th century North of the Alps. Gothic art in its relationship with urbanization, patronage, rise of literacy, changes in devotional attitudes, and new kinds of visual experiences. Prerequisite: ARH 140, ARH 150, or permission of the instructor. {A/H} 4 credits

Brigitte Buettner
Offered Fall 2012

**GROUP II, 1200–1800 CE**

**ARH 224 The Art of Japan (L)**
The art of Japan, especially painting, sculpture, architecture and color prints. Particular attention given to the roles of native tradition and foreign influences in the development of Japanese art from Neolithic times to the 18th century. {A/H} 4 credits

Marylin Rhie
Offered Fall 2012

**ARH 243 The Age of Cathedrals (L)**
Architectural, sculpted, and pictorial arts from the twelfth through the early 15th century North of the Alps. Gothic art in its relationship with urbanization, patronage, rise of literacy, changes in devotional attitudes, and new kinds of visual experiences. Prerequisite: ARH 140, ARH 150, or permission of the instructor. {A/H} 4 credits

Brigitte Buettner
Offered Fall 2012
**ARH 240 Art Historical Studies (C)**

*French and Italian Drawings: Renaissance through Romanticism*

In conjunction with the exhibition *Drawn to Excellence*, this colloquium will offer students the chance to study the development of drawing in France and Italy from 1500–1850, working primarily with original works of art from the exhibition and the collection of the Smith College Museum of Art. Issues unique to drawings, in terms of the market, connoisseurship, techniques, supports, conservation, provenance, literature and collecting, will be explored, and a small installation of works planned and carried out. No prerequisites. Enrollment limited to 12. (E) 4 credits

*Suzanne Folds McCullagh (Kennedy Professor)*

Offered Fall 2012

**Cross-Cultural Encounters in Islamic Art**

Through a series of case studies from the seventh century to the present, this course examines encounters between Islamic and non-Islamic Art and Architecture. The lens of cross-cultural exchange will be used to consider how Islamic aesthetics developed in relation to Byzantium, Crusader Christianity, Mongol China, pre-modern Europe, India, and the modern “global” context of artistic production. The implications of influence, hybridity, and art as competitive discourse will be examined. Independent research projects will allow students to address a cross-cultural encounter of their own choosing. *(A/H) 4 credits*

*Jennifer Pruitt*

Offered Fall 2012

**The Age of Louis XIV (C)**

An examination of the fundamental role of the visual arts in fashioning an extraordinary and indelible image of rulership. Ensembles and individual objects in many media (painting, sculpture, architecture, landscape design, printmaking, furniture and tapestries, numismatics, works commissioned in Rome, and literary production) will be related to the centralized bureaucracy that came to define the French state. Time permitting; we shall briefly consider the impact of Versailles on other European courts. *(A/H) 4 credits*

*John Moore*

Offered Spring 2013

**ARH 246 Renaissance Architecture (L)**

Architectural, urban, and landscape design in Europe, from the central Italian communes of the 14th century to the villas of Andrea Palladio. Focus on the mechanisms of patronage; the interest in Roman antiquity; principles of design; the symbolic import of articulated, decorated space; and the cultural implications of the ultramontane transmission (and transformation) of Italianate patterns in Spain, France, central Europe and England. *(A/H) 4 credits*

*John Moore*

Offered Fall 2012

**ARH 254 Baroque Art (L)**

Post Counter Reformation Italy and the reconsideration of art theory and design at the Academy of the Carracci in Bologna beginning about 1580, the emergence of a new artistic interpretation brought about by Caravaggio and his followers—first in Rome and then across Europe, and the subsequent change in styles to meet various political and regional needs will be examined through painting and sculpture in Italy: with such artists as Annibale and Ludovico Carracci, Caravaggio, Gian Lorenzo Bernini, Pietro da Cortona, Guido Reni; etc.; in France: Simon Vouet, Poussin, Claude, and Georges de La Tour; and in Spain: El Greco, Ribera, Velázquez and Zurbarán. *(A/H) 4 credits*

*Craig Felton*

Offered Fall 2012

**ARH 262 Art and Power in the Arab World (L)**

This course considers the use of art and architecture as an expression of power in the Arab world, from the seventh century to the present. Beginning with the establishment of the caliphate and ending with the arts of revolution following the Arab Spring, we will investigate the shifting role of art and architecture in the quest for political dominance. With a particular focus on the arts of Cairo, Baghdad, Cordoba, Mecca, Jerusalem, Palermo, Damascus, and the modern Arabian Gulf, we will explore competing visions of power and sources of legitimacy, through the lens of artistic production. (E) *(A/H) 4 credits*

*Jennifer Pruitt*

Offered Spring 2013

**GROUP III, AFTER 1800 CE**

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

*History of Photography (C)*

A survey of photography, photographers, and the literature of photography. Consideration of the formal, technical, historical, and social factors in the development
and practice of photography since 1839. Recommended background: ARH 101. Enrollment limited to 18. {H/A} 4 credits
Lorne Falk
Offered Fall 2012

Textiles and Fashion in Contemporary Africa and the African Diaspora (C)
By examining textile production (both hand weaving and industrial) and fashion (both streetwear and haute couture), this class investigates questions around cultural exchange, industrialization and globalization. Students will gain knowledge about the flexibility of taxonomies of art, and they will learn basic analyses of textiles, dress, and fashion as they relate to African and African Diasporic cultures. Among the topics we study: Kente cloth and nationalism; waxprint cloth and globalization; Hip hop music and global fashion; and African fashion and haute couture. {H/A} 4 credits
Amanda Gilvin
Offered Spring 2013

Material Culture of Victorian America
What did it mean to be Victorian in America? How was art defined during this period? Using material culture as a guide this course will explore how Americans shaped their homes, gardens, parks, and museums as expressions of their values and aspirations. Students will learn about the production and consumption of Victorian household furnishings and domestic technology. They will develop the skills and knowledge needed to explore how objects, people and meaning intersect. Themes will include the role of material culture in constructing American identity and in defining the meaning of class, race and gender. Enrollment limited to 18. 4 credits {A/H}
Nan Wolverton
Offered Spring 2013

ARH 280/FLS 255 Film and Art History (C)
Topic: Swords and S(c)andals: Ancient Rome in Film.
Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO’s Rome (2005–07) and Ridley Scott’s Gladiator (2000), we’ll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical and ideological terms. Their 20th-century counterparts from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classics like Caligula (1979) will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. {A/H} 4 credits
Aruna D’Souza
Offered Fall 2012

Advanced 200-Level Colloquia
These courses address methodological and theoretical questions as well as the histories of particular cultures, objects and moments. All of these colloquia involve sustained discussion and independent research. At least one 200-level art history course is required. Enrollment limited to 18.

ARH 287 Convergent Histories: Art Since 1950 (L)
This course is a survey of contemporary art since 1950 that examines the dissolution of high art as a concept, and how media, from ceramics and textiles to photography, video and media art, came to contest that notion even as they aspired to it. In light of the convergence of discipline-specific histories and other cultural histories with modernism, this course also considers counter modernisms and the deconstruction and revision of Western art history. You will also be introduced to the global contemporary art world and begin to explore how art operates aesthetically, politically, emotionally and intellectually. (E) 4 credits
Barbara Kellum
Offered Spring 2013

ARH 291 Topics in Art History (C)
Feminism and the Museum
This course will serve two functions: first, to think about the ways that feminism has engaged with the museum, one of the most important institutions of art history, and second, to participate in the preparations for an exhibition on feminism and abstraction that will take place at the Brooklyn Museum of Art in Spring 2013. We will talk about a historical engagement by women and feminist artists with the museum as a site of critique and protest; art historical analyses of the ideologies of collection and display by scholars engaged with feminist ideas; the history of feminist art exhibitions; and the question of how one might imagine a feminist curatorial practice. Prerequisite: at least one 200-level ARH course. (E) 4 credits
Aruna D’Souza
Offered Fall 2012
From Eyes to I: The Art of Portraiture
A major artistic genre, portraiture invites us to examine historically changing notions of identity, personal and collective, private and public. Within a broad time span (antiquity to contemporary practices), the main focus is on Western paintings created between 1400 and 1900. Through the combined study of visual examples and art historical approaches, we will explore such issues as: strategies of self-fashioning; tensions between norm and individuality, realism and idealization; the roles of portraits and self-portraits in cementing social roles and manufacturing gendered bodies. Prerequisite: at least one 200-level art history course. Enrollment limited to 18. {A/H} 4 credits
Brigitte Buettner
Offered Spring 2013

Other 200-Level Courses

ARH 247/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. {A/H} 4 credits
Martin Antonetti
Offered Spring 2013

ARH 268 The Artist’s Book in the 20th Century (C)
A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course will examine the varieties of form and expression used by book artists and the relationships between these artists and the socio-cultural, literary, and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library’s Mortimer Rare Book Room and the museum’s Selma Erving Collection of Livres d’Artistes, students will read extensively in the literature of artistic manifestos and of semiotics, focusing of those critics who have explored the complex relationship of word and image. Permission of the instructor. Enrollment limited to 18. {A/H} 4 credits
Meredith Broberg
Offered Fall 2012

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 2012

Seminars

Seminars require advanced-level research. Students are expected to bring to class a solid and relevant background in the general field and period of study. All seminars require an oral presentation and a research paper. Enrollment limited to 12 students.

ARH 315 Studies in Roman Art (S)
Topic: Augustan Rome. The first emperor Augustus claimed to have found Rome a city of mud brick and left it clothed in marble. This seminar will focus on the transformation of the city into a world capital considering the archaeological evidence for its building complexes and the representation of the Rome in the literature of the time. This historical analysis of the Augustan city and its polyvalent meanings will also consider the perspectives offered by contemporary urban theory, mapping, and virtual reality modeling. {A/H} 4 credits
Barbara Kellum
Offered Spring 2013

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-vaunted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of “the Englishness of English art,” we shall study the careers of the painters, printmakers, sculptors, architects, and landscape designers whose...
collective efforts made English art, at long last, one to be reckoned with. {A/H} 4 credits

John Moore
Offered Fall 2012

ARH 352 Studies in Art History (S)
Topic: Spain’s Golden Age. During the reigns of the five Spanish Habsburg kings: Charles V (who was also Western Europe’s Holy Roman Emperor), Philip II, Philip III, Philip IV and Charles II (who died in 1700), Spain experienced a great flowering in the arts, producing some of the finest painters in Europe. Of major importance is also the work of the great Venetian masters, especially that of Titian. This course will focus on the paintings of Titian, El Greco, Zurbarán, Ribera, Velázquez, Murillo, Carreño and Coello. Architecture, with the Alhambra of Charles V in Granada and the Monastery of El Escorial, built by Philip II, will also be discussed. {A/H} 4 credits

Craig Felton
Offered Spring 2013

PRS 301 Translating New Worlds
This course investigates how New World explorations were translated into material culture and patterns of thought in early modern Europe and the Americas (1500–1750). Focusing upon geographies, ‘anthropologies,’ material objects, and pictorial and written records, we analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (corn, chocolate red dye, gold and silver) to published narratives and collections of objects made in New Spain, Brazil, New England and New France. In addition to initial 16th-century contacts, we discuss cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. This seminar welcomes students who are interested in art history, literature, history, anthropology, or the history of science. Reading knowledge of one relevant European language (French, German, Italian, Portuguese, or Spanish) strongly recommended. Enrollment limited to 15 juniors and seniors. (E) {A/H/L} 4 credits

Dana Leibsohn (Art) and Ann Jones (Comparative Literature)
Offered Fall 2012

Special Studies

ARH 400 Special Studies
Written project description required. 1 to 4 credits
Offered both semesters each year

ARH 408d Special Studies
Written project description required. 8 credits
Full-year course; Offered each year

All special studies require a word processed statement that includes: student name, semester and year of the special studies, title of the special studies, instructor’s name, number of credits, and at least one paragraph articulating the scope of the project and its goals.

B. Studio Courses

A fee ($25 or $75 depending on the particular course) for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional required supplies. The department reserves the right to retain examples of work done in studio courses.

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

Please note that all studio art courses have limited enrollments.

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 required fee of $25 to cover group supplied materials will be charged at the time of registration. {A} 4 credits

A. Lee Burns
Offered Spring 2013
ARS 162 Introduction to Digital Media
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer work station. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Enrollment limited to 14. (A) 4 credits
Lucretia Knapp, To be announced
Offered both semesters

ARS 163 Drawing I
An introduction to visual experience through a study of the basic elements of drawing. A required fee of $25 to cover group supplied materials will be charged at the time of registration. (A) 4 credits
Lindsey Clark-Ryan, Elizabeth Meyersohn, Barry Moser, Dwight Pogue, Katherine Schneider, To be announced
Offered both semesters

ARS 164 Three-Dimensional Design
An introduction to design principles as applied to three-dimensional form. A required fee of $25 to cover group supplied materials will be charged at the time of registration. (A) 4 credits
Elizabeth Coulter
Offered Fall 2012

ARS 171 Introduction to the Materials of Art
An introduction to materials and methods used historically in the various arts. The emphasis will be on the two dimensional arts. A required fee of $75 to cover materials will be charged at the time of registration. Enrollment limited to 12. (A) 4 credits
Phoebe Dent Weil, Sarah Belchetz-Swenson, David Dempsey
Offered Fall 2012

ARS 172 Cross-Disciplinary Studio: Two-Dimensional Foundations
This team-taught course will introduce first-year students to a range of conceptual frameworks for making and thinking about art. Unlike a skills-based class devoted to a single medium, in this course students will practice problem-solving across traditional media boundaries. Specifically, the course will explore such concepts as perception/description, authorship, and spatial systems, through use of a range of two-dimensional media, including drawing, photography, digital media and printmaking, with an emphasis on object/art-making framed largely within the studio setting. The course is strongly recommended for students considering the art major. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Enrollment limited to 25 first-years. (E) 4 credits
John Gibson, John Slepian
Offered Fall 2012

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

ARS 264 Drawing II
Advanced problems in drawing, including study of the human figure. Prerequisite: 163, 172, or permission of the instructor. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Enrollment limited to 15. (A) 4 credits
John Gibson
Offered Spring 2013

ARS 266 Painting I
Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163 or permission of the instructor. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Enrollment limited to 15. (A) 4 credits
John Gibson, Elizabeth Meyersohn
Offered both semesters

ARS 269 Offset Printmaking I
Introduction to the printmaking technique of hand drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: 161, or permission of the instructor. Enrollment limited to 12. (A) 4 credits
Dwight Pogue
Offered Fall 2012
ARS 270 Offset Monoprinting
Printmaking using the flat-bed offset press with emphasis on color monoprinting. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: 161 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Dwight Pogue
Offered Spring 2013

ARS 272 Intaglio Techniques
An introduction to intaglio techniques, particularly etching and engraving. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: 161, 162, 163, 172, or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Lindsey Clark-Ryan
Offered Fall 2012

ARS 273 Sculpture I
The human figure and other natural forms. Work in modeling and plaster casting. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: 161 and 163, or permission of the instructor. Enrollment limited to 16. {A} 4 credits
A. Lee Burns
Offered Spring 2013

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. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: Design (ARS 161 or equivalent) or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Barry Moser
Offered Fall 2012

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: 162, 172, or permission of the instructor. Each section will involve either traditional film and darkroom photography, or a combination of darkroom and digital processes. Enrollment limited to 15 per section. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. {A} 4 credits
Yola Monakhov-Stockton, Fraser Stables
Offered both semesters

ARS 283 Introduction to Architecture: Art Studio
In this course we will investigate, in a studio format, the question of architecture. We will begin with the idea that the house is at the center of the self: that architecture originates there, from within. As we make from the personal, we will consider the social and political. Remembering how we are nurtured (or not) by the buildings we have grown up in, we will travel from autobiographical place-making to a final semester project for a client in Amherst. Readings will include Gaston Bachelard, Walter Pater, Edward T. Hall, Martin Heidegger and Emily Dickinson. Prerequisite: one college level art history, architectural history, landscape studies, or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 24. {A} 4 credits
Ben Ledbetter
Offered Fall 2012

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 multiple media including digital modeling. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks, intellectually and creatively, fos-
tering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one college level art history, architectural history, landscape studies, or architectural design studio course. Enrollment limited to 24. Note: LSS 255 can substitute for ARS 285 in the Plan C studio art major. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. [A] 4 credits

James Middlebrook
Offered Spring 2013

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 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. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. [M/A] 4 credits

John Slepian
Offered Spring 2013

ARS 362 Painting II
Painting from models, still-life, and landscape using varied techniques and conceptual frameworks. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Prerequisites: 266 and permission of the instructor. Enrollment limited to 15. [A] 4 credits

Katherine Schneider
Offered Fall 2012

ARS 363 Painting III
Advanced problems in painting. Emphasis on thematic self direction and group critical analysis. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Prerequisite: ARS 362 and permission of the instructor. Enrollment limited to 12. [A] 4 credits

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 required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. [A] 4 credits

John Gibson
Offered Spring 2013

ARS 372 Advanced Printmaking
Advanced study in printmaking, with emphasis on intaglio. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: 272, or permission of the instructor. Enrollment limited to 12. [A] 4 credits

Lindsey Clark-Ryan
Offered Spring 2013

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 required fee of $25 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. [A] 4 credits

Barry Moser
Offered Spring 2013

ARS 383 Photography II
Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary
artists and traditional masters within the medium. (Varying topics to include large-format photography and advanced darkroom processes). A required fee of $75 to cover group supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. (A) 4 credits
Yola Monakhov-Stockton
Offered Fall 2012

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. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. (A) 4 credits
Yola Monakhov-Stockton
Offered Spring 2013

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. A required fee of $75 to cover group supplied materials will be charged at the time of registration. Prerequisites: Two or more courses in the students chosen sequence of concentration and permission of the instructor. Topic Fall: “Failure.” (A) 4 credits
Lindsey Clark-Ryan, Fraser Stables
Offered Fall 2012

ARS 386 Topics in Architecture
Topic: Art in Space—Interdisciplinarity in Motion. This course will explore a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include: context, historical factors, urban design and planning, architectural theory and practice, material culture methods, or other themes. Prerequisites: ARS 283, 285, (or equivalent LSS studio) and two art history courses, or permission of the instructor. Enrollment limited to 12. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. (A) 4 credits
Ninette Rothmüller
Offered Fall 2012

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers architecture as a socially constructed place. We will examine how to analyze and intervene within the built environment. A final project, involving the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multi-media research project will be required. Prerequisites: ARS 283, 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. (A) 4 credits
James Middlebrook
Offered Spring 2013

ARS 389/LSS 389 Broad-scale Design and Planning Studio
This class is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for Architecture + Urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students will analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester will be spent working on one complex project. Students will use digital tools as well as traditional design media and physical model building within a liberal arts based conceptual studio that encourages extensive research and in depth theoretic inquiry. Prerequisites: Permission of Instructor. Previous studio experience and two architecture and/or landscape studies courses suggested. Priority given to LSS minors and ARCH majors. Enrollment limited to 12. (A) (Q) 4 credits
Reid Bertone-Johnson
Offered Fall 2012
ARS 390 Five College Advanced Studio Seminar
This course, limited to junior and senior art majors from the five colleges. Particular emphasis will be placed on thematic development within student work. Sketch book, written self-analysis, and participation in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15, three students from each of the five colleges. [A] 4 credits
Hanlyn Davies, UMass
Offered Fall 2012

ARS 398 Senior Exhibition Workshop Development
This is a one-semester capstone course required for senior Plan B majors who graduate in January. Its purpose is to help students develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B Major. Its primary focus will be development of the critical judgment necessary for evaluating the art work they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each others’ work, and development of critical discourse skills through reading, writing, and speaking assignments. In addition to studio faculty, Smith Museum staff may occasionally present topics of conceptual and/or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. [A] 1 credit
Fraser Stables
Offered Fall 2012

ARS 399 Senior Exhibition Workshop
This is a one-semester capstone course required of senior Plan B majors who graduate in May. Its purpose is to help students develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B Major. Its primary focus will be development of the critical judgment necessary for evaluating the art work they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each others’ work, and development of critical discourse skills through reading, writing, and speaking assignments. In addition to studio faculty, Smith Museum staff may occasionally present topics of conceptual and/or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. [A] 1 credit
Fraser Stables
Offered Fall 2012

ARS 400 Special Studies
Normally for junior and senior majors. Written project description required. A required fee of $25 will be charged at the time for of registration. 1 to 4 credits Offered both semesters each year

All special studies require a word processed statement that includes: student name, semester and year of the special studies, title of the special studies, instructor’s name, number of credits, and at least one paragraph articulating the scope of the project and its goals.

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.

ANT 135 Introduction to Archaeology

CLS 216 The Body in Ancient Greek Art

FLS 280 Introduction to Video Production

IDP 106 Mapping the Renaissance

IDP 325 Art/Math Studio

LSS 105 Introduction to Landscape Studies

MUX 118 The History and Critical Issues of Museums

REL 280 South Asian Visual Cultures

Honors

Directors of the Honors Committee:
Art History: Barbara Kellum
Studio Art: Dwight Pogue

ARH 430d Honors Project
8 credits
Full-year course; Offered each year
ARS 430d Honors Project
8 credits
Full-year course; Offered each year

Requirements and Presentation: ARH 294 is recommended for art history majors. All candidates will present their work to the art department, in a public presentation, late in April or early May. Guidelines and further details can be found at the art department Web site.

The Major

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

Art History Adviser for Study Abroad: John Moore

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

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 breadth in terms of both geography and chronology. The geographical divisions of the curriculum are: the Americas; Asia/Islamic World; and Europe. The chronological divisions are: Group I (before 1200); Group II (1200–1800); and Group III (after 1800).

Group I: 204, 212, 216, 221, 222, 226, 230, 232, 285

Group II: 205, 220, 224, 228, 234, 237, 240, 242, 244, 246, 250, 251, 252, 254, EAS 270, EAS 279

Group III: 260, 264, 265, 272, 273, 276, 281, 282, 283, 284

No course counting toward the fulfillment of the major or minor may be taken for an S/U grade, except ARS 398 and ARS 399. Courses associated with a concentration (such as IDP, ARX, etc.) cannot be counted toward the completion of the art major.

Students entering Smith College in the Fall 2012 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, at least one of which must address the Americas, one Asia/Islamic World and one Europe. Requirements thus include:

1. Two 100-level courses, to be taken before the junior year:
   a. One survey course [Introduction to Art History: Asia (ARH 120), Introduction to Art History: Western Traditions (ARH 140), or Introduction to Art History: Architecture and the Built Environment (ARH 150)]
   b. One Colloquium in Art History (ARH 101) or a second survey course. First Year Seminars taught by members of the art history faculty will count towards the 100-level art history requirement.

2. One seminar in studio art

3. Seven courses in the history of art at the 200-level, such that:
   a. two courses are from Group I: Before 1200
   b. two courses are from Group II: 1200–1800
   c. two courses are from Group III: After 1800
   d. one is a methodological colloquium, at the ARH 290-level; to be taken in the sophomore or junior year (before the seminar)

Normally, five of the history of art courses counted toward the major must be taken at Smith.

4. One seminar in the history of art (to be taken at Smith). Seminars do not count toward chronological or geographical distribution requirements.

5. A 4 or 5 on the Advanced Placement art history examination can be counted as the equivalent to ARH 140 Introduction to Art History: Western Traditions.

Plan B. Studio Art

Requirements: Thirteen courses, which will include:

1. Two 100-level courses selected from the following: ARS 161, ARS 162, ARS 163 ARS 164 and ARS 172.
   (Note that certain upper-level courses indicate specific 100-level course prerequisites.)
2. Two 100-level art history courses selected from two of the following categories:
   a. colloquia (ARH 101)
   b. surveys (ARH 120, ARH 140 or ARH 150)
3. Two additional art history courses, at least one of which must be in Group I or II. It is strongly recommended that Plan B majors take a contemporary art history course within the first two years of their studies.
4. 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
   f. drawing
5. ARS 385
6. ARS 398 or ARS 399. Only J-term graduates take ARS 398; it must be taken in their last Fall semester. All other seniors must take ARS 399 in the spring semester of their senior year.

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

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

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

The additional studio courses will count toward fulfilling the major requirements.

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

Plan C. Architecture

Requirements: twelve courses, which will include:
1. Two 100-level courses selected from two of the following categories:
   a. colloquia (ARH 101)
   b. surveys (ARH 120, ARH 140 or 150)
2. Four courses: ARS 162 or ARS 163 or ARS 172, ARS 283 or LSS 250, ARS 285 or LSS 255, ARS 388 or ARS 389/LSS 389
3. One other upper-level course in three-dimensional architectural design, such as ARS 386.
4. One studio course in another medium.
5. Three 200-level courses 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–III). For 2012–13, the 200-level courses that focus on architecture are for the Fall semester: ARH 212, ARH 234. For the Spring semester: ARH 240 Topic: The Age of Louis XIV, 246.
6. One seminar in the history of art normally taken at Smith, with the research paper written on an architectural topic.

It is recommended that a student contemplating application to a graduate program in architecture take at least one semester of physics and at least one semester of calculus, after consultation with her major adviser.

The Minors

Plan 1. History of Art

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

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

**Requirements:** Six courses; two 100-level courses; three additional courses in history of art (two of which must be in different areas of study [Groups I–III]); and one seminar (to be taken at Smith).

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**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, Dwight Pogue, John Slepian, Fraser Stables and Lynne Yamamoto

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

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**Plan 3. Architecture**

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

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

**Requirements:**
1. One 100-level art history course
2. Three courses: ARS 162 or ARS 163 or ARS 172, ARS 283 and ARS 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 2012–13, the 200-level courses that focus on architecture are ARH 212, 234 (fall semester); ARH 240 (spring semester).

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**Plan 4. Graphic Arts**

**Adviser:** Dwight Pogue

**Graphic Arts:** Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) ARS 163 (basis); (2) ARH 247 or 268; 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.
The arts and technology minor engages students and faculty from across the campus and from all three academic divisions. The emphasis is on arts plural, including art, music, dance, theater, and film, and on technology broadly conceived, including computer science, engineering, mathematics and statistics, physics, and other interested departments.

This interdisciplinary minor provides students with a strong foundation in media arts and technology studies, while laying the groundwork for more advanced work in this area. Two primary strengths of the minor are the broad range of topics and approaches to which students are exposed, and the individualized nature of each student’s trajectory through the minor. The field of arts and technology is by nature diverse and rapidly changing, and therefore requires broad exposure, and self-direction and high motivation from the student. With careful and attentive advising, our students are able to navigate this complex field successfully, while developing the background and experience necessary for more advanced work.

While each student’s path through the minor will be unique, all students must meet certain core requirements. The requirements are structured into three layers: a specific foundation level, a flexible intermediate level, and a culminating Special Studies. Students will take one or more of the foundation level courses to discover how technology is employed in various fields of art, to experience the process of art critique, and to identify the areas of creativity in which they are interested. The intermediate level courses provide a progressive interdisciplinary structure that guides students to embrace at least two disciplines, at increasingly advanced levels of artistic and technological stages. The sixth course is a Special Studies the student designs with her advisers. There are many exciting possibilities, including collaborations with other students, and venues for performance, exhibitions, demonstrations, and publications.

**Requirements**

Six semester courses: at least one foundational course, at least three intermediate courses, and a culminating Special Studies. Students are also encouraged to utilize appropriate Five College courses, and will design their intermediate course plan in consultation with an Arts & Technology Minor Adviser.

1. One or more **Foundational Courses:**

ARS 162  Introduction to Digital Media  
CSC 106  Introduction to Computing and the Arts  
THE 100  The Art of Theater Design

2. At least three **Intermediate Courses,** from at least two different departments, at least two at the 200-level or above:

EGR 100  Engineering for Everyone  
CSC 111  Introduction to Computer Science through Programming  
FYS 164  Issues in Artificial Intelligence
PHY 108  Optics is Light Work
PHY 115/117 Introductory Physics I (or Advanced Introductory Physics I)

MUS 205  Topics in Popular Music
MTH 205/CSC 205 Modeling in the Sciences
CSC 212  Programming with Data Structures
PHY 240  Physical Electronics
MTH 227  Topics in Modern Mathematics:
          Mathematical Sculptures
ARS 263  Intermediate Digital Media
CSC 240  Computer Graphics
THE 253  Introduction to Lighting Design
FLS 280  Introduction to Video Production
DAN 285  Laban Movement Analysis I
CSC 260  Programming Techniques for the Interactive Arts
CSC 290  Introduction to Artificial Intelligence

MUS 345  Electro-Acoustic Music
CSC 354  Seminar in Digital Sound and Music Processing
ARS 361  Interactive Digital Multimedia
DAN 377  Advanced Studies in History and Aesthetics
THE 318  Movements in Design

3. **Culminating Special Studies** on a topic approved by
   an arts and technology minor adviser:

ATC 400  4-credit Special Studies
Astronomy

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
1 Suzan Edwards, Ph.D
2 James Lowenthal, Ph.D., Chair

Laboratory Instructor
Meg Thacher, M.S.

Five College Faculty teaching in the undergraduate program
M. Darby Dyar, Ph.D. (Professor, Mount Holyoke College)
Daniela Calzetti, Ph.D. (Professor, University of Massachusetts)
Caleb Fassett, Ph.D. (Mount Holyoke College)
Salman Hameed, Ph.D. (Associate Professor, Hampshire College)
Houjun Mo, Ph.D. (Professor, University of Massachusetts)
Alexandra Pope, Ph.D. (Assistant Professor, University of Massachusetts)
Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)
Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)
Grant Wilson, Ph.D. (Associate Professor, University of Massachusetts)
Min Yun, Ph.D. (Associate Professor, University of Massachusetts)

Students who are considering a major in astronomy should complete PHY 115 or 117 and 118 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 109, AST 220. Check the Astronomy Department Webpage for full descriptions of each course.

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 Professor Edwards or Lowenthal 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
To be announced
Not offered 2012–13

102 Sky and Time
This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the sun, moon and stars. In addition to weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section. [N] 4 credits
Suzan Edwards
Offered Fall 2012

103 Sky and Telescopes
View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the
planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section. (N) 3 credits
Meg Thacher
Offered Fall 2012

111 Introduction to Astronomy
A comprehensive introduction to the study of modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, large-scale structure and ultimate destiny. This introductory course is designed for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent. (N) 4 credits
James Lowenthal
Offered Fall 2012

113 Telescopes and Techniques
An introduction to observational astronomy for students who have taken or are currently taking a physical science class. Become proficient using the telescopes of the McConnell Rooftop observatory to observe celestial objects, including the moon, the sun, the planets, stars, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes and digital cameras work. Take digital images of celestial objects and learn basic techniques of digital image processing. Become familiar with measuring and classification techniques in observational astronomy. Enrollment limited to 20 students. (N) 4 credits
James Lowenthal
Offered Fall 2012

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
Caleb Fassett, at Mount Holyoke
Offered Spring 2013

224 FC24 Stellar Astronomy
Discover the fundamental properties of stars based on the analysis of digital images and application of basic laws of physics in a simulated research experience. Interactive format includes computer programming for reducing and analyzing data, exploring theoretical functions that model stellar properties, and confronting observations with theory. Final projects are based on data from the Hubble Space Telescope and large ground-based telescopes. Offered in alternate years with 225. Prerequisites: PHY 118, MTH 111, plus one astronomy class. (N) 4 credits
Suzan Edwards
Offered Fall 2012

225 FC25 Galaxies and Dark Matter
Discover the compelling evidence that most of the mass of a galaxy is dark matter based on analysis of orbital data, stellar populations, and basic laws of physics in a simulated research experience. Interactive format includes computer simulations, data analysis, and confronting observations with theory. Final projects explore the viability of dark matter candidates. Offered in alternate years with 224. Prerequisites: PHY 115, MTH 111, plus one astronomy class. (N) 4 credits
Not offered 2012–13

226 FC26 Cosmology
This course begins with the discovery of the expansion of the universe, and moves on to current theories of this expansion. We consider cosmological models and topics in current astronomy which bear upon them, including the cosmic background radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Prerequisites: MTH 111 and one physical science course. (N) 4 credits
Not offered 2012–13

228 FC28 Astrophysics I: Stars and Galaxies
A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors and evolution, the interstellar medium, and the Milky Way and other galaxies. Pre-
requisites: two semesters of college-level physics and second-semester calculus. \{N\} 4 credits

James Lowenthal
Offered Spring 2013

330 FC30 Seminar: Topics in Astrophysics

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
Offered Fall 2012

Star Formation in Galaxies
Daniela Calzetti, at UMass
Offered Fall 2012

FC AST330 Seminar in Astrophysics
The topics for AST 330 in Spring 2012 will be about astronomy and public policy, such as Impact Hazards, Global Warming and Climate Change, Exoplanets and the Possibility for Life. The class will operate as a cooperative “think tank.” The work will consist of three phases: (1) reflection on the question itself and preparation of a workplan to address it; (2) scientific study of the problem; and (3) formulation of recommendations and a final work product for the customer. Prerequisites: 2 semesters of Physics, two 200-level astronomy classes. 4 credits
Peter Schloerb, at UMass
Offered Spring 2013

335 FC35 Astrophysics II: Modern
Direct determinations of distances in the solar system and to nearby stars. Indirect measurements of the distances to more distant stars and galaxies. Celestial mechanics, interactions of radiation with matter, thermal radiation, stellar structure, formation of spectral lines and stellar pulsation. Prerequisites: AST228 and 4 semesters of college physics. \{N\} 4 credits
Min Yan, at UMass
Offered Fall 2012

337 FC37 Observational Techniques in Optical and Infrared Astronomy
An introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on observations related to determining the size scale of the universe. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Prerequisites: at least one of AST 224, 225, 226 or 228 and one physics course at the 200-level. \{N\} 4 credits
James Lowenthal
Offered Fall 2012

352 FC52 Astrophysics III: Galaxies and the Universe
The application of physics to the understanding of astronomical phenomena related to galaxies. Dynamics and structure of stellar systems: the virial theorem and Jeans’ equations and their applications; galaxy rotation and the presence of dark matter in the universe; spiral density waves. The stellar content of galaxies: star formation and the principle of stellar population synthesis. Physical processes in the gaseous interstellar medium: photoionization and HII regions and emission lines; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Quasars and active galactic nuclei; synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics beyond PHY 118. \{N\} 4 credits
Alexandra Pope, at UMass
Offered Spring 2013

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: 11 courses (44 credits), which will include the following 8 courses: 111 or 228; 113; three astronomy courses at the 200 level, (one of which is 224 or 225); one astronomy course at the 300 level; PHY 115 or 117 and 118. The remaining three must be at the 200 or 300 level. In advance consultation with your adviser, two of them may be chosen from appropriate intermediate level courses in closely related fields such as mathematics, physics, engineering, geology, computer science, or the history or philosophy of science.

Minor in Astrophysics

Advisers: Suzan Edwards, James Lowenthal

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

Requirements: Completion of physics major plus any three astronomy classes except AST 100, 102, 103, 111.

Honors

Director: Suzan Edwards

430d Honors Project
8 credits
Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser.
Full-year course

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 the following 3 courses: 111; 224 or 225; and PHY 115 or 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or physics offering.
Courses in the Biochemistry major are listed below. Prospective majors are encouraged to refer to the description of the major in this catalogue, and to contact biochemistry faculty to discuss appropriate paths through these courses.

**2 Stylianos P. Scordilis, Ph.D. (Biological Sciences)
**2 Steven Williams, Ph.D. (Biological Sciences)
David Bickar, Ph.D. (Chemistry)
Christine White-Ziegler, Ph.D. (Biological Sciences)

**2 Cristina Suarez, Ph.D. (Chemistry)
Adam Hall, Ph.D. (Biological Sciences)
Elizabeth Jamieson, Ph.D. (Chemistry), Director

David Gorin, Ph.D. (Chemistry)
Lâle Aka Burk, Ph.D. (Chemistry)
Carolyn Dehner, Ph.D.
Kalina Dimova, Ph.D.

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

### 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. **3 credits
Carolyn Dehner
Offered Spring 2013

### 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. **2 credits
Kalina Dimova
Offered Spring 2013

### 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. **3 credits
Elizabeth Jamieson
Offered Fall 2012

### 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. **2 credits
Kalina Dimova
Offered Fall 2012

### 380 Seminar: Topics in Biochemistry
**Bioenergy**
This seminar course will take a critical, in-depth look at the growing field of bioenergy. We will focus on the role microbes play throughout this field, specifically the biochemistry that allows scientists to exploit their vast metabolic capabilities. Topics include biofuels, algal bio-oil and microbial fuel cells. Emphasis will be given
to the interdisciplinary nature of the research; this will be exemplified by an examination of the leading laboratories in the field. This research will be put in context of the broader field of renewable energy. Prerequisite: BCH 252 or BIO 204 or equivalent (N) 3 credits
Carolyn Dehner
Offered Fall 2012

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 P. Scordilis
Offered Spring 2013

Biochemical Bases of Epilepsy
Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of epilepsy. This seminar will explore how changes in neurochemistry, mutations in ion channels, and aberrant protein modifications can lead to epileptiform activity in the brain. Prerequisite: Cell Biology, BIO 202. (N) 3 credits
Adam Hall
Offered Spring 2014

390 Biochemical Research Using Advanced Techniques, Techniques for 2012: Proteomics
In the post-genomics era we are now faced with deciphering the ever increasing complexity of macromolecules and their regulation. This primarily laboratory course will use state-of-the-art molecular techniques to analyze student/faculty-designed projects. Prerequisites: Organic Chemistry 2, (CHM 223) and Biochemistry I, (BCH 252/253) or by permission of the instructor. Enrollment limited to 12. (E) (N) 4 credits
Stylianos Scordilis and Kalina Dimova
Offered Fall 2012

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

Biological Sciences and Chemistry Courses in the Major

BIO 150 Cells, Physiology and Development
Students in this course will investigate the structure, function and physiology of cells, 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
Christine White-Ziegler, Danielle Ignace, Michael Barresi
Offered Fall 2012, Spring 2013

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 2012, Spring 2013

CHM 111 Chemistry I: General Chemistry I
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
David Bickar, Elizabeth Jamieson, Kate Queeney Laboratory Coordinator: Maria Bickar
Offered Fall 2012, Fall 2013

CHM 118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind ther-
modynamic 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
Laboratory Coordinator: Heather Shafer
Offered Fall 2012, Fall 2013

**BIO 200 Animal Physiology**

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. \( N \) 4 credits

Richard Briggs and Margaret Anderson
Offered Fall 2012

**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

Richard Briggs and Margaret Anderson
Offered Fall 2012

**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

Stylianos Scordilis
Offered Fall 2012

**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, Chris Vriezen
Offered Fall 2012

**BIO 204 Microbiology**

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

Christine White-Ziegler
Offered Spring 2013

**BIO 205 Microbiology Laboratory**

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

Christine White-Ziegler
Offered Spring 2013

**BIO 230 Genomes and Genetic Analysis**

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include: DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. \( N \) 4 credits

Steven Williams and Robert Merritt
Offered Spring 2013
BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). (N) 1 credit
Lori Saunders
Offered Spring 2013

CHM 222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section.
(N) 5 credits
Robert Linck, Kevin Shea
Laboratory Coordinator: Maria Bickar
Offered Spring 2013, Spring 2014

CHM 223 Chemistry III: Organic Chemistry
Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section.
(N) 5 credits
David Gorin, Kevin Shea
Laboratory Coordinator: Rebecca Thomas
Offered Fall 2012, Fall 2013

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry
This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include coordination chemistry of transition metals and quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisite: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. (N) 4 credits
Christine White-Ziegler
Offered Fall 2012

BIO 302 Developmental Biology
How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. We will web conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230; BIO 154 is suggested. (N) 4 credits
Michael Barresi
Offered Fall 2012

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 2012

BIO 310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202 or BIO 230 or permission of the instructor. Enrollment limited to 20. (N) 4 credits
Adam Hall
Offered Fall 2012

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 Fall 2012

BIO 350 Topics in Molecular Biology

Molecular Biology of Infectious Diseases
Application of New Molecular Technologies to the Study of Infectious Disease. The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern in the public health community. The bird flu (HSN1) is currently causing the greatest apprehension, however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others is also a worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21 and others?) How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (genomics, proteomics, RNA interference, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 152 or permission of the instructor. {N} 3 credits
Steven A. Williams
Offered Spring 2013

CHM 332 Physical Chemistry II
Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisite: 224 or 118, and MTH 112 or MTH 114. {N} 5 credits
Kate Queeney; Spring 2013
Offered Spring 2013, Spring 2014

CHM 335 Physical Chemistry of Biochemical Systems
A course emphasizing physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor and MTH 112. {N} 4 credits
David Bickar
Offered Spring 2013, Spring 2014

CHM 338 Bio–NMR Spectroscopy and Imaging
This course is designed to provide an understanding of the general principles governing 1D and 2D Nuclear Magnetic Resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc. will be analyzed and discussed. A basic introduction to Magnetic Resonance Imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and 223. {N} 4 credits
Cristina Suarez
Offered Fall 2012

CHM 337 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. {N} 4 credits
David Bickar
Offered Fall 2013

CHM 369 Bioinorganic Chemistry
This course will provide an introduction to the field of bioinorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. {N} 4 credits
Elizabeth Jamieson
Not offered 2012–13
The Major

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

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

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

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

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

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

Biochemistry track
1. One physiology course from: BIO 200/201, 204/205 or 312/313.
2. BCH 352 and 355
3. One elective from: BCH 380; BIO 306, 310, 332; CHM 338, 357, 369.

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

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

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

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

Preparation for Graduate Study in Biochemistry and Molecular Biology

Both the molecular biology and biochemistry tracks offer a strong academic and experimental background for entrance into graduate school. Both tracks will prepare students to enter graduate school in molecular and cellular biology while students interested in entering graduate programs in biological chemistry will find it advantageous to choose the biochemistry track. Students planning graduate study in biochemistry or molecular biology are advised to include a year of calculus and a year of physics in their program of study. Independent research is also highly recommended in preparation for graduate school.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics, math and biology. The science courses must include laboratories. Both the Molecular Biology and Biochemistry tracks include several of the courses for entrance into health professional programs, making the Biochemistry major an excellent choice for student applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, calculus and/or statistics, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a Prehealth adviser as early as possible about specific requirements.
Advisers: Lâle Burk, David Bickar, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Carolyn Wetzel, Christine White-Ziegler, Steven Williams

Honors Director: Adam Hall

430d Honors Project
8 credits
Full-year course; Offered each year

432d Honors Project
12 credits
Full-year course; Offered each year

Honors Requirements: Same as for the major, with the addition of a research project in the senior year culminating in a written thesis, an oral examination in biochemistry, and an oral presentation of the honors research. Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Courses in the biological sciences are divided into five main sections.

1) Introductory and non-majors courses
   (See pp. 121–23)
2) Core courses, required of all biological sciences majors
   (See pp. 123–24)
3) 200- and 300-level courses
   (See pp. 124–30)
4) Independent research
   (See pp. 130)
5) Graduate courses
   (See pp. 132–33)

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, human diversity and others. The course will include guest lectures, outside readings and in-class discussions. {N} 4 credits

Steven Williams
Offered Fall 2012

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. 3 credits

Robert Nicholson
Offered Spring 2013

110 Introductory Colloquia: Life Sciences for the 21st Century
Small group discussion courses for entering students and non-majors focused on current topics in the life sciences. Colloquia help develop the fundamental skills necessary for success in the sciences, including reading and analysis of primary literature (R), writing about science (W and WI), data presentation and quantitative analysis (Q), laboratory work (L), and hypothesis construction and testing. WI colloquia also fulfill the College requirement for a “writing-intensive” course. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated. {N} 4 credits

Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)
Muscle responds to environmental changes and stresses in ways we don’t even notice. It atrophies from disuse, hypertrophies from weight lifting, and changes in response to daily exercise. We will explore the effects of exercise on ourselves. We will examine different muscle cell types at the microscopic level. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. {N}

Stylianos Scordilis
Offered Fall 2013

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

Michael Marcotrigiano
Offered Fall 2012

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

Gabrielle Immerman
Offered Fall 2012

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

Michael Marcotrigiano
Offered Spring 2013

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

Gabrielle Immerman
Offered Spring 2013

Core Courses

Required of all biological sciences majors

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

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

Christine White-Zielger, Danielle Ignace, Michael Barresi
Offered Fall 2012, Spring 2013

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 152 (normally taken concurrently). (N) 1 credit

Lou Ann Bierwert, To be announced
Offered Fall 2012, Spring 2013

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

Robert Merritt, Laura Katz
Offered Fall 2012, Spring 2013

153 Genetics, Evolution and Molecular Biosciences Laboratory
Laboratory sessions in this course will combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories will include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). (N) 1 credit

L. David Smith, Laura Katz, To be announced
Offered Fall 2012, Spring 2013

154 Biodiversity, Ecology and Conservation
Students in this course will investigate the origin, nature and importance of the diversity of life on Earth; key ecological processes and interactions that create and maintain communities and ecosystems; principle threats to the biodiversity; and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, we will emphasize the relevance of diversity and ecological studies in conservation. Laboratory (BIO 155) is recommended but not required. (N) 4 credits

To be announced
Offered Fall 2012, Spring 2013

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

To be announced
Offered Fall 2012, Spring 2013
157y Discovery: Form, Function and Genetics of Novel Bacteriophage
This two-semester introductory laboratory experience focuses on the biology of bacteriophage, important players in microbial ecosystems. In collaboration with laboratories around the country, you will be involved in the discovery, isolation, characterization and description of previously unknown bacteriophages. Bacteriophages are viruses that infect bacteria. Crucial to the “horizontal” transfer of genetic information, they have shaped the evolution of bacterial physiology and bacterial genomes. The first semester will focus on the isolation, purification and characterization of naturally-occurring phages in local soil environments. In the second semester, we obtain the full sequence of our selected phage genome, and will be responsible for exploring, annotating, and distributing this information to the scientific community. Can be taken as an alternative to Bio 151 and Bio 153. Prerequisite: Bio 150 and/or Bio 152 (normally taken concurrently). Enrollment limited to 18. [N] 2 credits each semester.
Lori Saunders, Robert Merritt
Offered Fall 2012, Spring 2013

200- and 300-Level Courses

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
Richard Briggs and Margaret Anderson
Offered Fall 2012

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
Richard Briggs and Margaret Anderson
Offered Fall 2012

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 2012

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 2012

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
Christine-White Ziegler
Offered Spring 2013

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
Christine White-Ziegler
Offered Spring 2013

206 Plant Physiology
(Pending CAP approval)
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. [N] 4 credits
Danielle Ignace
Offered Spring 2013
207 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
Danielle Ignace
Offered Spring 2013

230 Genomes and Genetic Analysis
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include: DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. {N} 4 credits
Steven Williams and Robert Merritt
Offered Spring 2013

231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} 1 credit
Lori Saunders
Offered Spring 2013

232 Evolution
Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to: understanding transitions in biodiversity across time and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course will include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 152 or BIO 154 or permission of the instructor. {N} 4 credits
Laura Katz
Offered Fall 2012

260 Invertebrate Diversity
Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. This course is designed to survey the extraordinary diversity of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. BIO 261 must be taken concurrently. {N} 3 credits
L. David Smith
Offered Spring 2013

261 Invertebrate Diversity Laboratory
Examination of a wide variety of live invertebrates with emphasis on the relationship between form and function. Observations on aspects of invertebrate structure, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. {N} 2 credits
L. David Smith
Offered Spring 2013

264 Plant Diversity and Evolution
(pending CAP approval)
This course will explore the diversity of plant life and investigate its evolutionary origins and history through a mixture of lecture, lab, and discussion activities. A key focus of the course will be the ecological and environmental context of major evolutionary developments in the Land Plants, including their adaptations to various abiotic challenges, as well as antagonistic and mutualistic interactions with other organisms. Our survey of plant diversity will be guided by recent phylogenetic studies we will make regular use of the outstanding living collections in the Lyman Plant House. {N} 4 credits
Jesse Bellemare
Offered Spring 2013
The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we will study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities, and short writing assignments to develop vital skills such as effective oral, graphical, and written communication; critical thinking; and problem solving. Prerequisite: BIO 154 (or equivalent), GEO 108, or permission of the instructor. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. {N} 3 credits

Paulette Peckol
Offered Fall 2012

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, Graham Kent
Offered Fall 2012

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 2014

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 2014

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

Richard Olivo
Offered Spring 2013

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 2013

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. We will web conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230; BIO 154 is suggested. {N} 4 credits

Michael Barresi
Offered Fall 2012

Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. BIO 302 (must be taken concurrently). Enrollment limited to 12. {N} 1 credit

Michael Barresi
Offered Fall 2012

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 im-
munotherapies. 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 2012

307 Immunology Laboratory
The use of immunological techniques in clinical diagnostics and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Prerequisite: BIO 306 (may be taken concurrently). Enrollment limited to 16 students. (N) 1 credit
Members of the department
Offered Fall 2012

308 Introduction to Biological Microscopy
The theory, principles and techniques of light (fluorescence, confocal, DIC) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design, and 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. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 6. (N) 3 credits
To be announced
Offered Spring 2014

309 Introduction to Biological Microscopy Laboratory
Practical techniques for light (fluorescence, confocal, DIC) microscope operation and a more thorough introduction to the scanning and transmission electron microscopes. Selected techniques of biological specimen preparation (fixation, embedding, sectioning and staining) for the different microscopes, as well as associated data recording processes, will also be emphasized. In addition to the formal laboratory period, students will need to arrange blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. (N) 2 credits
To be announced
Offered Spring 2014

310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230, or permission of the instructor. Enrollment limited to 20. (N) 4 credits
Adam Hall
Offered Fall 2012

311 Research in Cellular and Molecular Neuroscience
This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the Xenopus oocyte expression system to study molecular structure-function by injecting DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20 (N) 1 credit
Adam Hall
Offered Fall 2012

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 2013

322 Seminar: Topics in Cell Biology
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 2013

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

Michael J. Barresi and L. David Smith
Offered Spring 2013

Note: For 2012–13, BIO 323 will meet with BIO 390.

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 Fall 2012

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

1 credit
Lori Saunders
Offered Fall 2012

350 Topics in Molecular Biology
Topic: Molecular Biology of Infectious Diseases: Application of New Molecular Technologies to the Study of Infectious Disease. The focus of this seminar will be on the study of newly emerging infectious diseases that are of great concern in the public health community. The bird flu (HSN1) is currently causing the greatest apprehension, however, the spread of diseases such as SARS, Ebola, Dengue Fever, West Nile, malaria and many others is also a worrisome trend. What can we learn from the great pandemics of the past (the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21 and others)? How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (genomics, proteomics, RNA interference, microarrays and others) provide unprecedented opportunity to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 152 or permission of the instructor.

3 credits
Steve Williams
Offered Spring 2013

351 Topics in Evolutionary Biology
Topic: Epigenetics. There is increasing evidence of epigenetic phenomena influencing the development of organisms and the transmission of information between generations. These epigenetic phenomena include the inheritance of acquired morphological traits in some lineages and the apparent transmission of RNA caches between generations in plants, animals and microbes. This seminar explores emerging data on epigenetics and discusses the impact of these phenomena on evolution. Participants will write an independent research paper on a topic of their choice. Prerequisite: BIO 152 or permission of the instructor.

3 credits
Laura Katz
Offered Fall 2013

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 2013, Fall 2015

363 Animal Behavior: Methods
Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students. [N] 3 credits
Virginia Hayssen
Offered Fall 2012, Fall 2014

364 Plant Ecology
This course surveys the environmental historical processes, and ecological factors that determine the distribution and abundance of plant species in the landscape. The class will examine how plant communities are assembled and what processes influence their structure. We will focus in particular on plant communities of the Northeast, using examples from the local landscape to illustrate key ecological concepts. Prerequisite: a course in plant biology, ecology or environmental science; statistics is recommended (e.g., MTH 245). BIO 365 must be taken concurrently. Enrollment limited to 20. [N] 3 credits
Jesse Bellemare
Offered Fall 2014

365 Plant Ecology Laboratory
This course involves field and laboratory investigations of plant ecology, with an emphasis on Northeastern plant species and plant communities. The labs will explore interactions between plants and insects, visit wetland and upland habitats, and investigate plant population dynamics at sites around western Massachusetts. Students will gain hands-on experience with descriptive and experimental research approaches used to investigate ecological processes in plant communities. BIO 364 must be taken concurrently. Enrollment limited to 20. [N] 2 credits
Jesse Bellemare
Offered Fall 2014

366 Biogeography
A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea level fluctuations, plate tectonics, oceanic currents, biological invasions, and climate change in determining past, present, and future global patterns of biodiversity will be considered. Fundamental differences between terrestrial and marine biogeography will be highlighted. Prerequisite: a course in ecology, evolution, or organismal biology, or permission of the instructor. [N] 4 credits
Paulette Peckol
Offered Spring 2014

370 Microbial Diversity
(Pending CAP approval)
This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic cells (cells with nuclei). The first weeks of lecture will cover the basics of evolutionary analyses, and the origin and diversification of bacteria and archaea. From there, we will focus on the diversification of eukaryotes, with specific lectures on topics such as microbes and AIDS, and the origins of plants, animals and fungi. Evaluation is based on a combination of tests, discussions and a research paper on a topic chosen by each student. Prerequisite: BIO 152 or 154. Laboratory (BIO 371) is recommended but not required. [N] 3 credits
Laura Katz
Offered Spring 2013

371 Microbial Diversity Laboratory
(Pending CAP approval)
The laboratory assignments allow students to observe microorganisms from diverse habitats present in the Lyman Plant House. Students will sample microbes associated with specific plants plus microbes present across the gradients of temperature and moisture within the plant house, students will then use microscopy and molecular techniques for experimentation with these organisms. Emphasis is on completion of an independent project. BIO 370 must be taken concurrently. [N] 2 credit
Judith Wopereis
Offered Spring 2013

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

Michael J. Barresi and L. David Smith
Offered Spring 2013

Note: For 2012–13, BIO 390 will meet with BIO 323.

Ecology and Conservation 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. In addition to recording much information about past climates and events in Earth’s history, coral reefs represent major centers of biodiversity and are heavily used by humans. This seminar will examine the status of modern coral reefs worldwide, with a focus on effects of environmental and anthropogenic disturbances (e.g., sedimentation, eutrophication, overfishing). Readings from the primary literature will serve as the basis for weekly student presentations and discussions. Prerequisite: permission of the instructor.

Paulette Peckol
Offered Spring 2014

Ecophysiology

Danielle Ignace
Offered Spring 2013

The Major
The major in biological sciences is designed to provide a strong basis for understanding the breadth of disciplines in biology while also enabling depth of study in one or more specialized fields. Within this general framework, students construct a course program that matches their interests by choosing among five tracks.

Track 1: Integrative Biology
Track 2: Cells, Physiology and Development
Track 3: Genetics, Evolution and Molecular Biosciences
Track 4: Biodiversity, Ecology and Conservation
Track 5: Biology and Education

In their first semesters, students are encouraged to enroll in an appropriate core course (BIO 150–155) as well as chemistry (CHM 111 or 118).

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

Core Courses
BIO 150 Cells, Physiology and Development
BIO 152 Genetics, Evolution and Molecular Biosciences
BIO 154 Biodiversity, Ecology and Conservation

CHM 111 or 118 and a course in statistics (MTH 245 recommended)
Five upper-level courses as specified for each track, at least two at the 300-level.

Two electives chosen in consultation with the student’s adviser. One 100-level Biology course (100–149) can be counted as an elective.

Five laboratory courses: two from core courses (BIO 151, 153, or 155) and at least 1 at the 300-level. One-credit or two-credit laboratories do not count as separate courses toward the minimum 12 required courses.

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

Note: If a student has an AP score of 4 or 5 in Biology, she can apply 4 credits toward completion of the major by opting out of a single core course; however she must take an upper level course in that track.

Track 1: Integrative Biology

The full course listing for the biological sciences department is available for this track. Students are required to complete a second course at the 200- or 300-level in each of the tracks 2–4. Courses that are cross-listed in different tracks can only be counted towards one track.

Track 2: Cells, Physiology and Development

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

200 level: BIO 200 (Animal Physiology), BIO 202 (Cell Biology), BIO 204 (Microbiology), BIO 230 (Genomes and Genetic Analysis), BIO 232 (Evolutionary Biology), BIO 234 (Human Genetics), BCH 252 (Biochemistry I)

300 level: BIO 300 (Neurophysiology), BIO 302 (Developmental Biology), BIO 304 (Histology), BIO 306 (Immunology), BIO 308 (Introduction to Biological Microscopy), BIO 310 (Cell and Molecular Neuroscience), BIO 312 (Plant Physiology), BIO 320 (Colloquium on Molecular Medicine), BIO 321 (Topics in Microbiology), BIO 322 (Topics in Cell Biology), BIO 323 (Topics in Developmental Biology)

Track 3: Genetics, Evolution and Molecular Biosciences

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

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

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

Track 4: Biodiversity, Ecology and Conservation

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

200 level: BIO 232 (Evolutionary Biology), BIO 260 (Invertebrate Diversity), BIO 262 (Plant Biology), BIO 264 (Plant Diversity and Evolution), BIO 266 (Principles of Ecology), BIO 268 (Marine Ecology), BIO 272 (Vertebrate Biology), GEO 231 (Invertebrate Paleontology and Paleocoeology)

300 level: BIO 302 (Developmental Biology), BIO 362 (Animal Behavior), BIO 363 (Animal Behavior Methods), BIO 364 (Plant Ecology), BIO 366 (Biogeography), BIO 370 (Microbial Diversity), BIO 390 (Topics in Environmental Biology) EGR 315 (Ecohydrology)

Track 5: Biology and Education

Graduates receive a degree in biological sciences and complete requirements for a Massachusetts teaching license for high school and middle school biology. To meet the requirements of teaching certification and maintain a rigorous standard for a biological sciences major, this track will require a total of 13 courses instead of the 12 required for the other tracks. This track is designed for the student who plans to become a sec-
ontary education teacher in biology. A course in statistics is highly recommended but not required. Students interested in this track should contact the coordinator of teacher education as soon as possible.

A minimum of seven courses and four labs that count toward biological sciences are required including:

All three core courses (BIO 150, 152, 154).

Three additional courses, one each from tracks 2, 3, and 4 and at least one at the 300-level.

Four laboratories: two affiliated with the core courses and at least one lab at the 300-level.

Chemistry 111 or 118.

A total of six education-related courses are required for license in the teaching of biology (5th–8th grades or 8th–12th grades):

Each of the following courses are required: EDC 238 (Introduction to Learning Sciences, formerly Educational Psychology), EDC 346 (Clinical Internship in Teaching), EDC 347 (Individual Differences Among Learners) and EDC 352 (Methods of Instruction)—Student Teaching Senior year, EGR 390 (Colloq: Teaching Science, Engineering and Technology)

Either EDC 232 (The American Middle School and High School) or EDC 342 (Growing Up American).

Adviser for Study Abroad: Paulette Peckol

The Minor

(Pending CAP approval)

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

The requirements for the minor in biological sciences comprise six courses chosen in consultation with an adviser. These courses usually include at least one core course and must include one 300-level course. At least one laboratory course is required; one-credit or two-credit laboratories do not count as separate courses toward the minimum of six required courses. No more than one course designed primarily for non-majors may be included. One course from another department or program may be included provided that course is related to a student’s particular interest in biology and is chosen in consultation with her adviser.

Biochemistry

See pp. 114–120

Environmental Science and Policy

See pp. 242–248

Marine Science and Policy

See pp. 341

Neuroscience

See p. 364–368

Graduate Courses

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

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/biology/graduate.php

Adviser: Steven Williams
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 To be announced
Offered Fall 2012

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

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

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

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

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

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

Prehealth Professional Programs
Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Students should select biology courses in consultation with an adviser, taking into consideration the student’s major and specific interests in the health professions. Other courses often required or recommended include biochemistry, mathematics including calculus and/or statistics, and social or behavioral 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.

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.
Chemistry

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
Robert G. Linck, Ph.D.
David Bickar, Ph.D.
Kate Queeney, Ph.D., Chair

Associate Professors
Cristina Suarez, Ph.D.
Kevin Shea, Ph.D.
Shizuka Hsieh, Ph.D.
Elizabeth Jamieson, Ph.D.

Assistant Professor
David Gorin, Ph.D.

Visiting Assistant Professor
Carrie G. Read, Ph.D.

Senior Lecturer
Lâle Aka Burk, Ph.D.

Laboratory Instructors
Maria Bickar, M.S.
Mona Kulp, Ph.D.
Rebecca Thomas, Ph.D.
Heather Shafer, Ph.D.

Students who are considering a major in chemistry should consult with a member of the department early in their college careers. They are advised to take General Chemistry (CHM 111 or 118) as first-year students and to complete MTH 112 or MTH 114 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. Enrollment limited to 20. (A/N) 4 credits
Lâle Aka Burk, David Dempsey
Offered Spring 2013

108 Environmental Chemistry
An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts will be developed as needed. (N) 4 credits
Carrie Read, Spring 2013
Offered Spring 2013, Spring 2014

111 Chemistry I: General Chemistry I
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 and transition metal compounds; reactions and stoichiometry. Enrollment limited to 16 per lab section. (N) 5 credits
David Bickar, Elizabeth Jamieson, Kate Queeney
Laboratory Coordinator: Maria Bickar
Offered Fall 2012, Fall 2013

118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed
analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 and to replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. (N) 5 credits
Robert Linck
Laboratory Coordinator: Heather Shafer
Offered Fall 2012, Fall 2013

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, Kevin Shea
Laboratory Coordinator: Maria Bickar
Offered Spring 2013, Spring 2014

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
David Gorin, Kevin Shea
Laboratory Coordinator: Maria Bickar
Offered Fall 2012, Fall 2013

224 Chemistry IV: Introduction to Inorganic and Physical Chemistry
This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisite: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. (N) 5 credits
Carrie Read, Spring 2013
Laboratory Coordinator: Heather Shafer
Offered Spring 2013, Spring 2014

321 Organic Synthesis
An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds with a focus on the current literature. Prerequisite: 223. (N) 4 credits
Kevin Shea
Offered Spring 2013

326 Synthesis and Structural Analysis
Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization with a focus on NMR spectroscopy, mass spectrometry and chromatography. Prerequisite: 223. Enrollment limited to 15. (N) 4 credits
David Gorin, Rebecca Thomas, Spring 2013
Offered Spring 2013, Spring 2014

331 Physical Chemistry I
Quantum chemistry: the electronic structure of atoms and molecules, with applications in spectroscopy. An introduction to statistical mechanics links the quantum world to macroscopic properties. Prerequisites: 224 or 118 and MTH 112 or MTH 114. MTH 212 or PHY 210 and PHY 115 or 117 are strongly recommended. (N) 4 credits
Robert Linck
Offered Fall 2012, Fall 2013

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). Prerequisites: CHM 224 or CHM 118 and MTH 112 or MTH 114. (N) 5 credits
Kate Queeney, Spring 2013
Offered Spring 2013, Spring 2014

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. Pre-
requisites: 224 or permission of the instructor and MTH
112. [N] 4 credits
David Bickar
Offered Spring 2013, Spring 2014

336 Light and Chemistry
The interaction of light with molecules is central to
studies of molecular structure and reactivity. This
course builds on students’ understanding of molecular
structure from the core sequence (CHM 111–CHM
224) to show how many types of light can be used to
interrogate molecules and to shed some light on their
behavior. The combined classroom/laboratory format
allows students to explore light-based instruments in
short, in-class exercises as well as in longer, more tradi-
tional labs. The course culminates with an independent
project that allows students to explore some of the
ways light is used in cutting-edge chemical research.
Prerequisites: CHM 222 or permission of the instructor.
Enrollment limited to 30. [N] 4 credits
Cristina Suarez, Spring 2013
Offered Spring 2013, Spring 2014

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 in-
cluded, concentrating on its application to biomedical
issues. Prerequisite: A knowledge of NMR spectroscopy
at the basic level covered in CHM 222 and 223. [N]
4 credits
Cristina Suarez
Offered Fall 2012

346 Environmental Analytical Chemistry
An introduction to some common environmental
chemical processes in air, soil and water, coupled with a
study of the crucial role of accurate chemical measure-
ment of these processes. Lecture and laboratory featur-
ing modern chemical instrumentation for spectroscopy
(atomic and molecular) high performance chromatographic separations (both gas and liquid), electro-
chemistry as well microwave- and ultrasound-assisted
sample preparation, and a short project linked to local
faculty research interests. Oral presentations and for-
mal laboratory reports will be required. Prerequisite:
CHM 224 or permission of the instructor. [N] 4 credits
Carrie Read, Kate Queeney, Fall 2012
Offered Fall 2012, Fall 2013

357 Selected Topics in Biochemistry
Topic: Pharmacology and Drug Design. An introduc-
tion to the principles and methodology of pharmacol-
togy, toxicology and drug design. The pharmacology of
several drugs will be examined in detail, and computa-
tional 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, manu-
facture, and use will also be considered. Prerequisite:
BCH 352 or permission of the instructor. [N] 4 credits
David Bickar
Offered Fall 2013

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: 118 or 224. [N] 4 credits
Elizabeth Jamieson, Spring 2013
Offered Spring 2013, Spring 2014

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 in-
organic compounds as probes and drugs in biological
systems. Prerequisites: CHM 223 and 224. [N] 4 credits
Elizabeth Jamieson
Not offered 2012–2013

Cross-listed and
Interdepartmental Courses

FYS 191 Sense and Essence in Nature
This course will focus on fragrant plants with emphasis
on their science as well as their use and economic
significance in different parts of the world. Throughout
history aromatic plant materials have been utilized as
cures, perfumes and flavorings, and their extensive use
continues at the present. The chemistry, botany and
bioactivities of these natural products will provide the
scientific content for the course. Their consideration
in historical and cultural contexts, and also their
depiction in literature and in art will provide an inter-
disciplinary approach to the subject matter. The course
will utilize the Smith College Botanic Gardens as a
main resource; other resources will include the Rare
Book Room, the Art Museum and the Science Center
facilities.
No prerequisites. Enrollment limited to 16 first-year
students. WI (N) 4 credits
Lâle Burk (Chemistry)
To be arranged

BCH 352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mecha-
nisms, metabolism and its regulation, energy produc-
tion 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
Offered Fall 2012

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experi-
mental 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
Kalina Dimova
Offered Fall 2012

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

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

Elective courses may be selected from:
any CHM course at the 300 level or above, or
any course from the following list: BCH 252, BCH
352, GEO 301, PHY 319, PHY 327, PHY 360 (topic-
dependent).

Independent research (CHM 400, 430 or 432) worth 4
or more credits may be used as one (only) of the elect-
ives required for the major.

Courses fulfilling the major requirements may not be
taken with the S/U option.

Students planning graduate study in chemistry are
advised to work with their adviser to identify additional
courses outside the major that may be relevant for
graduate study in particular subfields. A major pro-
gram that includes the required courses, one semester
of biochemistry and additional laboratory experience in
the form of either (a) two semesters of research (400,
430 or 432), or (b) one semester of research and one
elective course with laboratory, or (c) three elective
courses with laboratory meets the requirements of the
American Chemical Society for eligibility for profes-
sional standing.

The Minor

Advisers: Members of the department

The courses specified below constitute a four-semester
introduction to chemistry. The semesters are sequential,
giving a structured development of chemical concepts
and a progressive presentation of chemical informa-
tion. Completion of the minor with at least one ad-
ditional course at the intermediate or advanced level
affords the opportunity to explore a particular area in
greater depth.

Required courses: 111, 222 and 224 (or 118 and 222),
one additional course with a laboratory component
(223, 332, 326, 336 or 346), and enough electives (one
or two) to fulfill a total of five chemistry courses. The
electives may be chosen from CHM courses at the 300
level, BCH 252 or BCH 352.

Courses fulfilling the minor requirement may not be
taken with the S/U option.
Honors

**Director:** Cristina Suarez

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

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

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

**Lab Fees**
There is an additional fee for all chemistry courses with labs. Please see the Fees, Expenses and Financial Aid section in the beginning of the Catalogue for details.
Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome.

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

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

Credit is not granted for the first semester only of an introductory language course. Courses for the major may not be taken S/U.

Greek

**GRK 100y Elementary Greek**
A yearlong course that will include both the fundamentals of grammar and, in the second semester, selected readings from ancient authors, including the New Testament. \{F\} 10 credits

**Justina Gregory**
Full-year course; offered each year

**GRK 212 Introduction to Greek Prose and Poetry**
Review of grammar and development of reading skills through the study of authors such as Plato, Lysias and Euripides. Prerequisite: 100y. \{L/F\} 4 credits

**Nancy Shumate**
Offered Fall 2012

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

**Scott Bradbury**
Offered Spring 2013

**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 the dialogue’s literary, philosophical and cultural aspects.

**Justina Gregory**
Offered Fall 2012

**Homer’s Iliad**
An enriched version of GRK 213

**Scott Bradbury**
Offered Spring 2013

**GRK 400 Special Studies**
Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 1–4 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. Enrollment limited to 30. {F} 10 credits
Nancy Shumate
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
Scott Bradbury
Offered Fall 2012

LAT 213 Introduction to Virgil’s Aeneid
Selections from the Aeneid, with attention to literary, historical and cultural aspects. Prerequisite: 212 or permission of the instructor. {L/F} 4 credits
Nancy Shumate
Offered Spring 2013

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

The Poetry of Catullus
Reading and discussion of the poetry of Catullus—perhaps the most accessible, but also the most enigmatic of Roman poets. The poems of Catullus include something for everyone: political mudslinging, sophisticated literary critique, touching expressions of grief, explicit declarations and descriptions of lust and love, retellings of myth, and snapshots, in extreme closeup, of the Roman elite in the first century B.C.E. The course will explore questions philological (meter, style), literary (genre, allusion, theme), social (sexuality, coming-of-age) and biographical (what is the relationship between an author’s work and his life?)
Sean Harrigan
Offered Fall 2012

Classic in Translation

CLS 150 Roots: Greek and Latin Elements in English
What does “hypocrisy” have to do with the ancient Greek theater? And what does “delirium” have to do with Roman agriculture? Sixty percent of all English words are derived from Greek and Latin roots, yet the history and effective usage of these words is problematic for many speakers of English. This course will combine hands-on study of Greek and Latin elements in English with lectures and selected primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine
and education. The course will be graded S/U only. One evening meeting per week. \{L\} 2 credits

**Justina Gregory**

Offered Spring 2013

**CLS 216 The Body in Ancient Greek Art**

(Pending CAP approval)

This course investigates the representation of human, divine, and animal bodies in ancient Greek art. Adopting a roughly chronological, but always contextual, approach (that is, an approach that takes into account both the broader spatial and socio-cultural milieux), we will engage with ancient Greek roles and perceptions of divinities, mortals and animals. We will also unpack attitudes and expectations concerning male and female, Greek and foreign, rich and poor, and consider ancient Greek perceptions of beauty and sexuality. \{A\} 4 credits

**Cecilia Weiss**

Offered Spring 2013

**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 Fall 2012

**CLS 400 Special Studies**

Admission by permission of the department; for majors/minors and advanced students who have had three Classics or other courses on the ancient world and two intermediate courses in Greek or Latin. 1–4 credits

Offered both semesters each year

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**Cross-listed and Interdepartmental Courses**

**CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante**

Offered Fall 2012

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**CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy**

Offered Spring 2013

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**The Major in Greek, Latin or Classics**

**Advisers:** Members of the department

**Adviser for Study Abroad:** Scott Bradbury

**Requirements:** In Greek, nine semester courses in the language, of which six must be at or above the intermediate level; In Latin, nine semester courses in the language, of which six must be at or above the intermediate level; in Classics, nine semester courses in the languages of which six must be at or above the intermediate level, and including not fewer than two in each language. For each of these majors, one classics-in-translation course (CLS) may be substituted for one language course at the discretion of the student and with the approval of the adviser.

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**The Major in Classical Studies**

**Advisers:** Members of the department

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

**Requirements:** Nine semester courses. Four must be chosen from GRK and/or LAT, and at least two of these must be at or above the intermediate level. At least two courses must be chosen from classics in translation (CLS), and at least two must be chosen from archeology (ARC) art history (ARH), comparative literature (CLT), government (GOV), ancient history (HST), philosophy (PHI), and/or religion (REL), in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.
The Minor in Greek

Advisers: Members of the department

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

The Minor in Latin

Advisers: Members of the department

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

The Minor in Classics

Advisers: Members of the department

Requirements: Six four-credit courses of which at least four must be courses in the Greek or Latin languages, including no fewer than two in each language. At least two of these six must be at or above the intermediate level.

Honors in Greek, Latin, Classics or Classical Studies

Director: Nancy Shumate

430d Honors Project
8 credits
Full-year course; Offered each year

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

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

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

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

Assistant Professors
**2 Joel Westerdale, Ph.D. (German Studies)
Malcolm K. McNee, Ph.D. (Spanish and Portuguese)

Lecturers
Margaret Bruzelius, Ph.D.
Carolyn Shread, Ph.D.

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

Introductory Courses

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel
We will use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman’s adultery, and two that focus on a young man’s ambition—Balzac, Pere Goriot; Flaubert, Madame Bovary; Dostoevsky, Crime and Punishment; Tolstoy, Anna Karenina (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. WI {L} 4 credits
Michael Gorra (English Language and Literature)
Offered Fall 2012

FYS 167 Viking Diaspora
The Norse colonies of Iceland and Greenland, and the attempted settlement of Vinland in North America, were the first European societies of the New World, revealing patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. We will compare the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Our sources for these experimental communities are the oral memories of founding families preserved in the later Íslendingasögur “Sagas of Icelanders” of the 13th century. WI {L} 4 credits
Craig Davis (English Language & Literature)
Offered Fall 2012

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
CLT 100 Introduction to Comparative Literature: The Pleasures of Reading


Orpheus’s song persuades the powers of Hell to give him back his wife Eurydice; his glance back at her as they emerge from the underworld condemns her once more to Hell but also transforms Orpheus into the ultimate artist, able to change Nature itself through the power of his song. This course examines uses of the story of Orpheus and Eurydice in literature and film in the work of an extraordinarily diverse group of writers: Sartre and Fanon, Adrienne Rich and H.D. Rilke and Blanchot. We will also watch films in which the story is retold by Cocteau, Marcel Camus and Carlos Dieques. Students in the course will become familiar with the original account of the Orpheus story in Virgil and Ovid, and follow its modern development as a fable for the idea of the artist as a transformative figure. We will examine modern, post-modern, post-colonial and feminist versions of the tale in prose, poetry and film as an introduction to major currents in modern literature and literary theory. [L] 4 credits

Margaret Bruzelius
Offered Fall 2012–13

Intermediate Courses

CLT 204 Writings and Rewritings

Topic: Seductive Madness: Don Quixote and Don Juan.

Don Quixote is statistically the most famous, read and rewritten of novels in the world. Don Juan is the central modern myth of seduction. Why do these two 16th-century Spanish texts continue to attract so many readers and writers to this day? First, because they are fun. Moreover, because fractured Spanish identity (Jewish, Islamic, Christian) made possible the surge of our contemporary sensibility. Finally, because these texts pose fundamental questions about the nature of fiction, humor, sex, power, madness and seduction. In addition to the texts by Cervantes and Tirso de Molina
themselves, we will examine the mad adventures of Don Quixote and the perverse seductions of Don Juan and some of their respective progenies in a variety of genres (film, theater, poetry, Yiddish parody, opera and novel) and with authors such as Molière, Mozart, Zorrilla, Borges, Abramovitch/Mendele the book peddler, and Zapatista leader and writer Subcomandante Marcos. (E) [L] 4 credits
Reyes Lazzaro
Offered Fall 2012

ENG 207/HSC 207 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication. [L] 4 credits
Doug Patey
Offered Spring 2013

CLT 214 Literary Anti-Semitism
How can we tell whether a literary work is anti-Semitically coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today? A selection of seminal theoretical texts; examples mostly from literature but also from opera and cinema. Shakespeare, Marlow, Cervantes, G.E. Lessing, Grimm Brothers, Balzac, Dickens, Wagner, T. Mann, V. Harlan; S. Friedlander; M. Gelber, M. Gilman, G. Langmuir, Y.H. Yerushalmi. [L/H] 4 credits
Jocelyne Kolb
Offered Spring 2013

CLT 229 The Renaissance Gender Debate
In “La Querelle des Femmes” medieval and Renaissance writers (1350–1650) took on misogynist ideas from the ancient world and early Christianity: woman as failed man, irrational animal, fallen Eve. Writers debated women’s sexuality (insatiable or purer than men’s?), marriage (the hell of nagging wives or the highest Christian state?), women’s souls (nonexistent or subtler than men’s?), female education (a danger or a social necessity?). In the context of the social and cultural changes fuelling the polemic, we will analyze the many literary forms it took, from Chaucer’s “Wife of Bath” to Shakespeare’s Taming of the Shrew; story collections such as Marguerite de Navarre’s Heptameron, women writers’ dialogues, such as Moderata Fonte’s The Worth of Women, and pamphlets from the popular press. Some attention to the battle of the sexes in the visual arts. [L] 4 credits
Ann Jones
Offered Spring 2013

CLT 231/ENG 230 American Jewish Literature
Explores the significant contribution of Jewish writers and critics to the development of American literature, broadly defined. Topics include narratives of immigration; the American dream and its alternatives; ethnic satire and humor; literary multilingualism; crises of the left involving Communism, Black–Jewish relations, and ’60s radicalism; after-effects of the Holocaust; and the aesthetic engagement with folklore. Authors may include Yiddish and Hebrew modernist poets, Mary Antin, Henry Roth, I.B. Singer, Saul Bellow, Philip Roth, E.L. Doctorow, Cynthia Ozick. We also consider how Canadian novelists (Mordecai Richler, Regine Robin) and Latin-American writers such as Moacyr Scliar, Isaac Goldemberg or Ilan Stavans provide transnational perspective. Must Jewish writing in the Americas remain on the margins, “too Jewish” for the mainstream yet “too white” to qualify as multicultural? [L] 4 credits
Justin Cammy
Offered Spring 2013

GER 231 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 aesthetics; 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 Suss; Muenchhausen and others. Conducted in English. [H/A] 4 credits
Joel Westerdale
Offered Fall 2012
CLT 232/EAL 232 Modern Chinese Literature
A window into China, Taiwan and Tibet and Chinese diasporas, this course introduces themes and movements from the late imperial period to the present. We will explore questions of political engagement, social justice, class, gender and human freedom and responsibility. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. (L) 4 credits
Sabina Knight
Offered Fall 2012

CLT 239/EAL 239 Contemporary Chinese Women’s Fiction
An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, Tibet and Chinese diasporas. Theme for 2013: Intimacy. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) reinforce or contest norms of economic, cultural and sexual citizenship? What do narratives of intimacy reveal about the social consequences of economic restructuring? How do pursuits, realizations, and failures of intimacy lead to personal and social change? Readings are in English translation and no background in China or Chinese is required. (L) 4 credits
Ambreen Hai
Offered Spring 2013

CLT 242 Where and What Is Main Street
Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We will begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Pre-requisite: one course in literary studies. Enrollment limited to 20. (E) (L) 4 credits
Andrea Stone
Offered Spring 2013

ENG 246 South Asian English Literatures
This course will explore the rich diversity of late 20th- and 21st-century literatures written in English and published internationally by award-winning writers of South Asian descent from Britain, the U.S., Canada, India, Pakistan, Sri Lanka, Nepal and Bangladesh. Writers range from established celebrities (Rushdie, Naipaul, Kureishi, Arundhati Roy, Jhumpa Lahiri, Ondaatje, Selvadurai, Ghosh) to promising new stars (Kiran Desai, Hari Kunzru, Tahmima Anam, Monica Ali, Daniyal Mueenuddin). Among many questions, we will consider how writers craft new idioms and forms to address multiple audiences in global English, how they explore or foreground emergent concerns of postcolonial societies and diasporic, migrant, or transnational peoples in a rapidly globalizing but by no means equalizing world. Not recommended for first-year students. (L) 4 credits
Don Weber
Offered Spring 2013

CLT 266 Studies in South African Literature and Film
Topic: The Political Imagination in Contemporary South Africa. This course examines the variety of literary and cultural expression in South Africa since the 1970s, focusing on the relations between art and political struggle. Among the topics to be discussed are the imagination of history in South African literature; the emergence of the Black Consciousness movement (and its legacies); responses to the Truth and Reconciliation Commission. Among the authors to be studied are Nadine Gordimer, J.M. Coetzee, Njabulo Ndebele, Zoe Wicomb and Zakes Mda, along with a number of contemporary poets, playwrights and filmmakers. (L) 4 credits
Don Weber
Offered Fall 2012
Advanced Courses

**PRS 301 Translating New Worlds**
This course investigates how New World explorations were translated into material culture and patterns of thought in early modern Europe and the Americas (1500–1750). Focusing upon geographies, ‘anthropologies,’ material objects, and pictorial and written records, students analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (chocolate and silver, sugar and feathers) to published narratives and collections of objects made in New Spain, New England and New France. In addition to initial 16th-century contacts, we discuss cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. This seminar welcomes students who are interested in art history, literature, history, anthropology, or the history of science. Reading knowledge of one relevant European language (French, German, Italian, Portuguese, or Spanish) strongly recommended. Enrollment limited to 15 juniors and seniors. (E) {A/H/L} 4 credits
Dana Leibsohn and Ann Jones
Offered Fall 2012

**ENG 311 Reimagining Classics for Children**
In this course, we will consider how the Bible, Homer’s *Odyssey*, and Shakespeare’s *The Tempest* have been reimagined for different audiences, focusing particularly on the creation and use of contemporary adaptations for children—both within and outside the classroom at different educational levels. We will read a range of Bible stories, stories from Homer’s *Odyssey*, and Shakespeare’s *The Tempest*, as well as adaptations of these stories for children and young adults, in genres ranging from picture books to longer narratives. Prerequisite: Permission of the instruction, based on prior 200-level coursework in English literature or CLT or SWG. Enrollment limited to 12. {L} 4 credits
Naomi Miller
Offered Spring 2013

**PRS 319 South Asians in Britain and America**
This seminar will compare the cultural implications of two recent waves of migration of South Asian peoples: post-World War Two migrations of “skilled/unskilled” labor to Britain; and the still ongoing, post–1965 migrations to North America. We will focus on cultural production (literature, film, music) that records, reflects on, and seeks to intervene in the cultural processes of such profound shifts. Taking an interdisciplinary approach, we will investigate the causes and consequences of migration and diaspora in their historical, political and economic contexts, emphasizing questions of gender, globalization, community, identity, religious fundamentalism and assimilation. Writers include Rushdie, Naipaul, Kureishi, Jhumpa Lahiri, Monica Ali, among others. Open to students interested in the South Asia Concentration, literature, film, history, anthropology, AMS and SWG and others. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) {L/H/S} 4 credits
Ambreen Hai (English Language and Literature)
Offered Fall 2012

**EAL 360 Topics in East Asian Languages and Literatures**
**Topic: Deep China: Literary and Interdisciplinary Analysis.** Literature is crucial to understanding China, from healthcare and social movements to debates about legal reform, civic freedoms and clean energy policies. This course approaches China through literary analysis informed by the work of anthropologists, historians, philosophers, sociologists and political scientists. Each unit conjoins theoretical works, fieldwork essays, and Chinese literary works (stories, novels, films). Student projects integrate literature and topics in public policy, healthcare or the social sciences. Critical thinking required; prior knowledge of China helpful but not required. Enrollment limited to 12. {L} 4 credits
Sabina Knight
Offered Spring 2013

**Critical Theory and Method**

**CLT 300 Foundations of Contemporary Literary Theory**
The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida and Foucault. Enrollment limited to 25. {L} 4 credits
Janie Vanpée
Offered Fall 2012
CLT 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 2012

CLT 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
Ann Jones
Offered Spring 2013

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

The Major
Requirements: 12 semester courses as follows:
1. Basis for the Major:
   Any two from among the following courses as an entry into the major:
   Any FYS (with a comparative focus)
   CLT 100 Introduction to Comparative Literature
   CLT 202 Homer to Dante
   CLT 203 Cervantes to Tolstoy

2. Other Requirements:
   Two additional courses with a primary or cross-listing in Comparative Literature

   Three courses in a non-English language literature.

For literatures in which Smith offers few or no courses taught in the original language, majors may fulfill this requirement by taking courses in English translation while reading some course texts in the original language.

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

3. Senior Sequence:
   TWO seminars:
   CLT 300 Foundations of Contemporary Literary Theory
   CLT 340 Problems in Literary Theory

Honors
Requirements: The same as those for the major, with the addition of a thesis (430), to be written in both semesters of the senior year.

Director: Margaret Bruzelius

CLT 430d Honors Project
Requirements: The same as those for the major, with the addition of a thesis to be written in both semesters of the senior year. A full draft of the thesis is due on the first Friday of March. The final draft is due mid April, to be followed by an oral presentation and discussion of the thesis. For more detailed requirements, see the CLT Web site, at the end of the list of courses. 8 credits
Full-year course; offered each year

Director of Study Abroad: Janie Vanpée
Five computer science courses have no prerequisites. These are CSC 102 (How The Internet Works), CSC 103 (How Computers Work), FYS 164 Issues in Artificial Intelligence, CSC 106 (Introduction to Computing and the Arts) and CSC 111 (Introduction to Computer Science Through Programming). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102 How the Internet Works
An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; packet switching; how email and web browsers work, domain names, mail protocols, encoding and compression, http and HTML, the design of web pages, the operation of search engines, beginning JavaScript; CSS. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 35. The course will meet for half of the semester only. [M] 2 credits
Dominique Thiébaut, Fall 2012
Offered first half of the semester

103 How Computers Work
An introduction to how computers work. The goal of the course is to provide students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks and video monitors, programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Enrollment limited to 35. [M] 2 credits
Judith Cardell, Ph.D., Chair, Spring

105 Interactive Web Documents
A half-semester introduction to the design and creation of interactive environments on the world wide web. Focus on three areas: 1) Web site design; 2) JavaScript; 3) Embedded multimedia objects. Enrollment limited to 35. Prerequisites: CSC 102 or equivalent competency with HTML. [M] 2 credits
Dominique Thiébaut, Fall 2013
Offered second half of the semester

106 Introduction to Computing and the Arts
This introductory course will explore computation as an artistic medium, with creative approaches to computer programming as the central theme. Through readings, viewing, group discussion, labs, projects, critiques and guest artist/researcher presentations, we will examine a range of computational art practices, while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. (E) [A] 4 credits
Eitan Mendelowitz, Fall 2012
Offered every fall semester
107 Server Scripting for the Web
An introduction to principles and practice of server-side scripting using PHP, including form processing, content customization, and MySQL database interaction. Assumes prior familiarity with HTML web development and some other form of scripting (such as Javascript) or general programming. Enrollment limited to 35. Prerequisite: CSC 105 or by permission of instructor. (E) {M} 2 credits
Members of the department
Offered Fall 2012

111 Introduction to Computer Science Through Programming
Introduction to a block-structured object oriented high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. Enrollment limited to 48; 24 per lab section. {M} 5 credits
Judy Franklin, Fall 2012
Eitan Mendelowitz, Spring 2013
Offered both semesters each year

205/MTH 205 Modeling in the Sciences
This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems and discrete geometry. This is a project-based course and provides elementary training in programming using Mathematica. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. {M} 4 credits
Christophe Golé, Spring 2013
Ileana Streinu, Spring 2014
Offered every fall semester

212 Programming with Data Structures
Explores elementary data structures (linked lists, stacks, queues, trees, graphs) and algorithms (searching, sorting) in a variety of contexts, including event-driven applications with a graphical user interface. Emphasizes object-oriented programming throughout, using the Java programming language. Prerequisite: CSC 111. Enrollment limited to 35. {M} 5 credits
Nicholas Howe, Spring 2013
Offered every spring semester

220 Advanced Programming Techniques
Focuses on several advanced programming environments, with a project for each. Includes object-oriented programming, graphical user interfaces (GUIs) under Windows and/or Linux, and principles of software engineering. Topics include Java's GUI swing package, and its methods for listening for events and creating threads to dispatch events, tools for C++ code development, database query languages and programming in Python. Prerequisite: 212. {M} 4 credits
Judy Franklin and Ileana Streinu
Not offered 2012–13

231 Microprocessors and Assembly Language
An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: 212 or permission of the instructor. {M} 4 credits
Dominique Thiebaut, Fall 2012
Offered every fall semester

240 Computer Graphics
Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, POV-ray and radiosity. The course will accommodate both CS majors, for whom it will be programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisites for CSC major credit: CSC 111 and MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. {M} 4 credits
Eitan Mendelowitz, Fall 2012
Offered every fall semester

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
Computer Science

will be drawn from the Internet TCP/IP protocol suite. Prerequisites: CSC 111 and MTH 153. [M] 4 credits

Judith Cardell

Offered Fall 2012

250 Theoretical Foundations of Computer Science
Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; linear-bounded automata; computability and Turing machines; nondeterminism and undecidability. Perl is used to illustrate regular language concepts. Prerequisites: 111 and MTH 153. [M] 4 credits

Judy Franklin

Offered every spring semester

252 Algorithms
Covers algorithm design techniques (“divide-and-conquer,” dynamic programming, “greedy” algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 212, MTH 111, MTH 153. [M] 4 credits

Ileana Streinu

Not offered 2012–13

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

Eitan Mendelowitz

Not offered 2012–13

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] 5 credits

Nicholas Howe

Not offered 2012–13

270 Digital Circuits and Computer Systems
This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (And, Or, Nand, Nor), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. [M] 5 credits

Dominique Thibaut

Not offered 2012–13

274 Discrete and Computational Geometry
Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, curves and surfaces, polyhedral, and configuration spaces are covered. Throughout a dual emphasis is maintained on mathematical proofs and on efficient algorithms. Students will have a choice of concentrating their course work toward mathematics or toward computer science. Prerequisites for MTH major credit: MTH 153; MTH 111 recommended. Prerequisite for CSC major credit: CSC 111. [M] 4 credits

Joseph O’Rourke

Not offered 2012–13

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

Members of the department

Offered Spring 2013

334 Seminar: Topics in Computational Biology
Topic: Bio-Geometry of Proteins. Computational Biology is a rapidly emerging multidisciplinary field that uses techniques from computer science, applied mathematics and statistics to address problems inspired by biology. This seminar will expose the students to a variety of topics of current interest in molecular computing
and bioinformatics. The focus of the Fall 2012 offering of this course is the bio-geometry of proteins. Proteins are the building blocks of life, as well as marvelous objects to study mathematically and computationally. Topics covered include modeling, visualization, structure determination, flexibility, motion, folding and evolution of proteins, using geometric, algorithmic and physical simulation methods. Background in molecular biology is not a prerequisite. Prerequisites: CSC 111, 212, Calculus or permission of the instructor for Computer Science majors. Biochemistry majors are encouraged to participate. {M/N} 4 credits

Ileana Streinu
Offered Fall 2012

352 Seminar in Parallel Programming
The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to expose students to the challenges of developing distributed applications. This course deals with the fundamental principles in building distributed applications using C and C++, and parallel extensions to these languages. Topics will include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 212 and 252. {M} 4 credits
Dominique Thiébaut
Not offered 2012–13

353 Seminar in Robotics
A seminar introduction to Robotics. Topics include basic mechanics, electronics and sensors, basic kinematics and dynamics, configuration space, motion planning, robot navigation and self-reconfiguring robots. Projects will include computer simulations and programming existing and student-built robots. Prerequisites: CSC 212, 231, Calculus, Discrete Math or permission of the instructor. {M} 4 credits
Ileana Streinu
Not offered 2012–13

354 Seminar in Digital Sound and Music Processing
Focuses on areas of sound/music manipulation that overlap significantly with computer science disciplines. Topics are digital manipulation of sound; formal models of machines and languages to analyze and generate sound and music; algorithms and techniques from artificial intelligence for music composition and music database retrieval; and hardware aspects such as time-dependence. This is a hands-on course in which music is actively generated via programming projects and includes a final installation or demonstration. Prerequisites are 111, 212 and 250 or permission of the instructor. 4 credits
Judy Franklin
Offered Spring 2013

360 Seminar: Mobile and Locative Computing
By fitting comfortably in our pockets and bags, smartphones are worn on our bodies throughout the day and remain by our pillows at night. These mobile computers are packed with accelerometers, gyroscopes, cameras, microphones and even GPS. They present a unique platform for location and context aware software. Through readings and projects, this course will examine the opportunities and challenges presented by mobile computing. This is a hands-on seminar; projects will include the development and deployment of applications on smartphones and other mobile devices. Prerequisites: CSC 212 or permission of instructor. Closed to first-years or sophomores. Enrollment limited to 12. {M} 4 credits
Eitan Mendelowicz
Not offered 2012–13

364 Computer Architecture
Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270 or 231. {M} 4 credits
Dominique Thiébaut
Not offered in 2012–13

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 detec-
tion to higher-level issues such as stereo vision, image retrieval, and segmentation of tracking of objects.

Prerequisites: CSC 212, MTH 153 \( \{N\} \) 4 credits

Nicholas Howe
Not offered in 2012–13

Cross-listed and Interdepartmental Courses

FYS 164 Issues in Artificial Intelligence
An introduction to several current issues in the area of Artificial Intelligence, and their potential future impact on society. We start by exploring the nature of intelligent behavior through the Turing Test and the Chinese Room argument. Deep philosophical questions are explored through the increasingly sophisticated gameplaying capabilities of computers: checkers, chess, go. Next we turn to language: the challenges of machine translation, text-to-speech, and speech understanding. Then we investigate learning and discovery by computers, especially through neural networks and genetic algorithms. Finally we explore robotics, from Roomba to autonomous vehicles. Here there are serious implications for labor (explored through the prediction of a technological “singularity”) as well as deep ethical issues. Prerequisites: Fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. No programming experience necessary. Enrollment limited to 16 first-year students. Enrollment limited to 16. WI \( \{M\} \) 4 credits

Alicia Wolfe
Offered Fall 2012

PRS 324 Computers, the Internet and American Culture
This course blends computer science and cultural studies to examine the digital revolution as a transformative technological and social phenomenon. What desires, interests, acts of scientific imagination, and institutions have propelled the Internet to such prominence in our lives? How have personal digital technologies rewired us by transforming commerce, journalism, political activism, consumer behaviors and social relationships? What are the implications for identity and social organization in an era of identity theft, social networking, and ongoing struggles between corporations and net neutrality advocates to shape future ownership and use rights of the Internet? Open to students interested in computer science and cultural studies. Prerequisite: some preference may be given to those who have taken CSC 102 or AMS 202. Enrollment limited to 15 juniors and seniors and by permission of the instructor. (E) \( \{S\} \) 4 credits

Nicholas Howe (Computer Science) and Kevin Rozario (American Studies)
Not offered 2012–13

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, Eitan Mendelowitz, Ileana Streinu, Dominique Thiébaut

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

1. Introductory: (4 credits) (note, restrictions apply)
   CSC 102, 103, 105, 106 or FYS 164 or a 200+-level CSC or MTH course.

Restrictions:
CSC 102 may not count after taking CSC 249
CSC 103 may not count after taking CSC 231
CSC 106 may not count after taking CSC 260

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

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

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

5. Seminar (4 credits)
   One additional 300-level course
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 212, and one 300-level course.

1. Theory (six courses)

Advisers: Nick Howe, Judy Franklin, Ileana Streinu

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

Required courses
111 Introduction to Computer Science through Programming
212 Programming with Data Structures
Two distinct 200- or 300-level courses designated as Theory
One other 200- or 300-level course
One CSC 300-level course designated Theory (and not among those satisfying the previous requirements).

2. Programming (six courses)

Advisers: Judith Cardell, Judy Franklin, Eitan Mendelowitz, Nick Howe, Ileana Streinu, Dominique Thiébaut

This minor is appropriate for a student with a strong interest in programming and software development.

Required courses
111 Introduction to Computer Science through Programming
212 Programming with Data Structures
Two distinct 200- or 300-level courses designated as Programming
One other 200- or 300-level course
One 300-level course designated Programming (and not among those satisfying the previous requirements).

3. Systems (six courses)

Advisers: Judith Cardell, Judy Franklin, Dominique Thiébaut

This minor is appropriate for a student with a strong interest in computer systems, computer engineering and computing environments.

Required courses
111 Introduction to Computer Science through Programming
212 Programming with Data Structures
Two distinct 200- or 300-level courses designated as Systems
One other 200- or 300-level course
One CSC 300-level course designated Systems (and not among those satisfying the previous requirements).

4. Computer Science and Language (six courses)

Adviser: Eitan Mendelowitz

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.
Required courses
111 Introduction to Computer Science Through Programming
212 Programming with Data Structures
250 Theoretical Foundations of Computer Science
Two of:
280 Topics in Programming Languages
290 Introduction to Artificial Intelligence
293 Introduction to Translators and Compiler Design
294 Computational Linguistics
One of:
354 Seminar in Digital Sound and Music Processing
390 Seminar in Artificial Intelligence

5. Mathematical Foundations of Computer Science (six courses)
Adviser: To be announced

The goal of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist, developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses
111 Introduction to Computer Science Through Programming
212 Programming with Data Structures
250 Theoretical Foundations of Computer Science
One of:
252 Algorithms
274 Discrete and Computational Geometry
MTH 254 Combinatorics
MTH 353 Advanced Topics in Discrete Applied Mathematics

6. Digital Art (six courses equally balanced between Computer Science and Art)
Advisers: Judy Franklin, Eitan Mendelowitz

This minor is designed to accommodate students who desire both grounding in studio art and the technical expertise to express their art through digital media requiring mastery of the underlying principles of computer science.

Three computer science courses are required. The CSC 102+105 sequence on the Internet and Web design provide the essentials of employing the Internet and the Web for artistic purposes; CSC 111 Introduction to Computer Science Through Programming includes a more systematic introduction to computer science, and the basics of programming; and CSC 240 Computer Graphics gives an introduction to the principles and potential of graphics, 3D modeling and animation. (Students with the equivalent of CSC 111 in high school would be required to substitute CSC 212 instead).

Three art courses are required. ARH 101 will provide the grounding necessary to judge art within the context of visual studies. ARS 162 Introduction to Digital Media introduces the student to design via the medium of computers, and either ARS 263 Intermediate Digital Media or ARS 361 Digital Multimedia provides more advanced experience with digital art.
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)

Advisers: Judy Franklin, Eitan Mendelowitz

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 Introduction to Computer Science through Programming includes a systematic introduction to computer science, and the basics of programming concepts. CSC 212 Programming with Data Structures 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 Theoretical 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>Prereq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSC</td>
<td>111</td>
<td>Introduction to Computer Science Through Programming</td>
<td>4</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>CSC</td>
<td>212</td>
<td>Programming with Data Structures</td>
<td>4</td>
<td>CSC 111</td>
</tr>
<tr>
<td>3</td>
<td>CSC</td>
<td>220</td>
<td>Advanced Programming</td>
<td>4</td>
<td>CSC 212 or CSC 111</td>
</tr>
<tr>
<td>4</td>
<td>CSC</td>
<td>250</td>
<td>Theoretical Foundations of Computer Science Analysis and Repertory</td>
<td>4</td>
<td>MTH 153</td>
</tr>
<tr>
<td>5</td>
<td>MUS</td>
<td>110</td>
<td>Composition</td>
<td>4</td>
<td>MUS 110 or MUS 111</td>
</tr>
<tr>
<td>6</td>
<td>MUS</td>
<td>212</td>
<td>20th Century Analysis</td>
<td>4</td>
<td>MUS 233 or Permission</td>
</tr>
<tr>
<td>7</td>
<td>MUS</td>
<td>345</td>
<td>Electro-Acoustic Music</td>
<td>4</td>
<td>MUS 250 or 23 or 231</td>
</tr>
<tr>
<td>8</td>
<td>CSC</td>
<td>354</td>
<td>Seminar on Digital Sound and Music Processing</td>
<td>4</td>
<td>CSC 212 or 230 or Permission</td>
</tr>
</tbody>
</table>

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

**Director:** To be announced

**430d Honors Project**

8 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Concentrations

A concentration gives students a way to organize a combination of intellectual and practical experiences, such as internships and service learning, around an area of interest. Students apply to concentrations and when selected they receive focused advising to help them design a program in their area of interest. The concentration allows for more flexibility than is possible within an academic minor, and students can pursue a concentration alongside a minor or a second major.

The college currently offers the following concentrations: the Archives concentration connects students with the Sophia Smith Collection, the College Archives and other archives and is designed to make our histories public through research projects and professional training; Biomathematical Sciences allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience; Book Studies connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftspeople; the Buddhist Studies concentration builds on unusual depth and strength in this area of study at Smith and in the region; the Community Engagement and Social Change concentration connects students to the Center for Community Collaboration and helps students expand their understanding of local, national and global issues that affect communities and to develop the skills and values necessary to collaborate with communities as citizens and leaders; Global Financial Institutions connects students to the Center for Women and Financial Independence and provides a course of study that combines academic courses, research, and fieldwork to deepen knowledge of global financial markets; the Museums concentration connects students to the Smith College Museum of Art and other museums and gives students a foundation in the history of museums and the critical issues they engage; the Poetry concentration connects students to the Smith College Poetry Center and provides a course of study designed to allow students to pursue work on and about poetry through a range of experiences and courses; the South Asia concentration brings together areas of study to develop a sustained curricular and cocurricular focus on the region of South Asia; the Sustainable Food concentration connects students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrates knowledge in support of environmental decisions and actions.

Other academic concentrations are under development.

Each concentration offers:

1) one or more gateway courses to introduce students to the major questions or methods that define the topic;
2) a number of courses at Smith or in the Five Colleges related to the topic from which students choose four or five, with the help of her adviser;
3) internships or service learning experiences that satisfy a requirement to complete two practical learning experiences; and
4) a Capstone experience such as a seminar or a guided independent project that culminates in a public presentation, usually at Collaborations in the spring.
Archives Concentration

Advisory Committee
Kelly Anderson  Cornelia Pearsall
Carrie Baker   Sherrill Redmon
Justin Cammy  Andrea Stone
Maida Goodwin  Susan Van Dyne, Director
Karen Kukil   Nanci Young
Richard Millington  Ann Zulawski

Members of the Archives advisory committee serve as advisers to students in approving course selections and internships.

The archives concentration is designed to make our local, regional, national and international histories public through research projects and professional training. Through a combination of academic coursework, practical experience, and independent research projects, students learn about the institutions and repositories that shape knowledge and understanding of our collective pasts through the collection, preservation, interpretation and display of artifacts, manuscripts, and representation of historic sites. The concentration creates an interdisciplinary community of students engaged in first-hand use of primary sources in the arts and architecture, medicine, law, history, social activism, the histories of institutions, communities, and professional organizations. Through a sequence of courses, students gain knowledge of the theory and practice of archives and public history methods through which these materials are shaped into compelling narratives. Through practical experiences in two internships, students learn about archival acquisition, processing and description skills, and building finding aids that make collections available for scholarly use. Students in disciplines in which archival research is already featured (such as history, American studies, and the Study of Women and Gender) as well as in the sciences and a wide array of social sciences are encouraged to apply.

Requirements
The Archives concentration is open to any student by application www.smith.edu/archives (see for deadlines and application process). These are the requirements:

1. a “gateway” course (either ARX 140 or 141)
2. four existing courses offered in departments or programs, which involve significant archival research, approved by the ARX advisory committee (see list of “electives” on website)
3. the senior capstone seminar, involving an independent research project
4. two practical experiences or internships, totaling at least 100 hours each

Gateway Courses

ARX 140 Exploring the Archives
Exploring the Archives is a behind-the-scenes introduction to the roles archives play in our understanding of the past. Through an introduction to basic archival theory and field trips to a variety of local archives, we will examine how different factors such as constituent users, available funding, and institutional mission shape different repositories. Students will experiment with methods for publicizing and interpreting archives and the materials they preserve. The field trips will also allow class members to explore potential internship opportunities. Requirements include readings, web research, in-class participation, and short assignments. Enrollment limited to 15 with priority given to archives concentrators. Graded S/U only. {H/S} 2 credits
Matida Goodwin
Offered Interterm 2013, January 7–14, 1–4p.m., involves fieldtrips

ARX 141 What I Found at the Archives
An introduction to the theoretical and practical questions of building archives as well as a sampling of the surprising insights produced by archival research. The seven-week lecture series will highlight archival discoveries made by faculty researchers, both the eureka moments of personal discovery and the ways archival research enriches and often significantly revises existing narratives or scholarly interpretations. Professional archivists and public historians will reflect on contemporary directions and challenges in their fields. Weekly readings and several short essays. Elected S/U only. This course serves as a gateway to the Archives concentration. {H} 1 credit
Susan Van Dyne, Director
Offered Spring 2013
Seven-week lecture series, offered Thursday 7:30–9:30 p.m.

Electives
All offered during interterm for 1 credit, S/U only
ARX 102j From Subjects of Reform to Agents for Social Change: Working Women in the Industrial Program of the YWCA

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

Susan Van Dyne
Offered Interterm 2013, January 14–18, 10 a.m.—noon, plus at least 2 hours a day in the Sophia Smith Collection

ARX 103j Editing Sylvia Plath’s Correspondence

This course will teach students how to edit correspondence. Focusing on the Sylvia Plath Collection in the Mortimer Rare Book Room, students will read and edit Plath’s unpublished letters. Technical aspects related to the editing of a text will be discussed, including transcription and emendation. Plath’s poetry and prose manuscripts, journals, annotated library, and other biographical material will also be considered during the course, as well as her papers in the Smith College Archives. Each student will be required to transcribe and edit one letter from the Sylvia Plath Collection. Whenever possible, footnotes will be based upon primary sources. Graded S/U only. Enrollment limited to 20. 1 credit.

Karen Kukil
Offered Interterm 2013, January 7–11, 1–5 p.m. in the Mortimer Rare Book Room

ARX 104j Becoming a College Woman: Reseeing Gender at Smith, 1880–1901

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

Susan Van Dyne
Not offered 2012–13

ARX 105j Class Matters

This course will introduce students to several SSC collections of individual papers and organization records that shed light on the fight for economic justice, especially for American women, both white and of color. In addition to some short secondary source readings, students will then choose pre-selected documents from 14 designated collections and in conversation with each other, both in class and in five written responses on Moodle, discuss the ways in which a particular individual or organization has addressed issues of economic injustice, what worked, what did not, what needs to happen next. Graded S/U only. Enrollment limited to 25. 1 credit.

Kathleen Nutter
Offered Interterm 2013, January 14–18, 1–4pm

ARX 340 Capstone Seminar for the Archives Concentration

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

Susan Van Dyne
Offered Spring 2013
Concentration in the Bio-Mathematical Sciences

**Directors:** Robert Dorit (BIO); Christophe Golé (MTH),
**Acting Director 2012–13:** Ileana Streinu (CSC)

**Coordinator:** Denise Lello (BIO)

**Advisory committee:** Directors, coordinator, L. David Smith (BIO), Nicholas Horton (MTH)

**Faculty participants:** Michael Barresi (BIO), Jesse Bellemere (BIO), David Bickar (CHM), Robert Dorit (BIO), Christophe Golé (MTH), Andrew Guswa (EGR), Mary Harrington (PSY), Nicholas Horton (MTH), Denise Lello (BIO), Borjana Mikic (EGR), L. David Smith (BIO), Ileana Streinu (CSC), Cristina Suarez (CHM), Susan Voss (EGR)

**Purpose**

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

**Requirements**

1. One of the Biomath Gateway courses: BMX 100 (Frontiers in Biomathematics); CSC/MTH 205 (Modeling in the Sciences)
2. Four electives, in a bio-math related subject (most of them in a discipline complementary to the student’s major, e.g., a student majoring in mathematical sciences would emphasize biological science electives while a student majoring in Biological Sciences would choose math electives.)
3. Two research experiences (academic year or summer research project, professional internship)
4. A capstone experience, such as BIO 334 Bio-informatics, CSC 354 Computational Biology, MTH 364 Topics in continuous applied mathematics, EGR 373 Skeletal Biomechanics, or an honors thesis.

**Gateway Courses**

(one of them is required for the concentration)

**BMX 100 Frontiers in Biomathematics**

This is a gateway course for the Biomathematical Sciences Concentration. It provides an introduction to several research projects across a wide range of biological scales, approached with mathematical tools. The projects, presented by faculty from the Four College Biomath Consortium, will offer future research opportunities for students with a strong interdisciplinary interest spanning mathematics and the life sciences. Expected work includes reading papers and providing written responses to prompts provided by the presenters. Open to all students. Graded S/U only. (N/M) 2 credits

*Denise Lello (Coordinator)*

*Offered Spring 2013*

**CSC/MTH 205 Modeling for the Sciences**

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems and graph models. This is a project-based course and provides elementary training in programming using Mathematica. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. (M) 4 credits

*Christophe Golé*

*Offered Spring 2013*

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

Students interested in the concentration should consult the Biomath concentration Web site and contact the director or coordinator for additional information.
Book Studies Concentration

**Advisory Committee**

Martin Antonetti, *Director*

Nancy Bradbury
Margaret Bruzelius
Susan Etheredge
Jocelyne Kolb
Elisa Lanzi

Barry Moser
Douglas Patey
Cornelia Pearsall
Eric Reeves
Andrea Stone
Lynne Yamamoto

The concentration in book studies exploits the rich spectrum of book-related courses in the Five College curriculum and connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of book artists and craftspeople of the Pioneer Valley. Through classroom study, field projects, and independent research, they learn about the history, art, and technology of the “book,” broadly defined to extend from oral literature to papyrus scrolls to manuscripts, printed books, and digital media. Book Studies concentrators design capstone projects in a wide variety of areas that include medieval manuscripts, early and fine printing, book illustration, children’s picture books, the book trade, artists’ books, censorship, the history of publishing, the secrets of today’s bestsellers, the social history of books and literacy, the history of libraries and book collecting, and the effects of the current digital revolution on the material book. Complete details about the Concentration are available at www.smith.edu/bookstudies.

**Requirements for the Concentration**

The concentration is composed of six courses. In addition to the gateway course and the senior capstone experience, a student must take the two required core courses and two electives, chosen to support her area of focus. In addition, students are required to engage in one or two practical learning experiences or internships in some field of book studies. The combined coursework will total no fewer than 19 credits; the practical learning experiences carry no credit.

1. **The gateway course (1 credit)**

**BKX 140j Perspectives on Book Studies**

The gateway course presents the major foci of the Book Studies concentration—the creation, publication, distribution, reception, and survival of books—in a series of interactive workshops exposing students to the variety of subjects relevant to the concentration. These include graphic arts; the production and transmission of texts; literacy; and the sociology of the book. The course features members of the advisory committee on a rotational basis, and may be supplemented on occasion with lectures from the distinguished book studies people in the Valley. Required of all Book Studies concentrators, who are given enrollment priority. Enrollment limited to 12. Graded S/U only. 1 credit

Douglas Patey (*English Language and Literature*)
Offered January 2013

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

ENG/HSC 207 The Technology of Reading and Writing (Reeves or Patey)

ARH 267/ENG 293 The Art and History of the Book (Antonetti)

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

3. **Two electives (total of 8 credits)**

Two existing courses—from any Five College department or program—that address the themes and concerns of the book studies concentration, and are approved by the book studies advisory committee.

4. **One or two practical learning experiences or internships**

5. **The senior capstone seminar (2 credits)**

**BKX 300: Capstone Seminar in Book Studies**

The culminating experience for the book studies concentration is an independent research project that synthesizes the student’s academic and practical experiences. The student’s concentration adviser will serve as the sponsor for the project; topics for this capstone project will be decided in concert with the student’s adviser and vetted by the concentration’s director.

This seminar provides a forum for students to develop capstone research projects that synthesize their previous coursework and practical experiences for the Book Studies concentration. These projects are supple-
mented by weekly seminar meetings in which students will present progress reports and discuss a series of general readings on the theory and praxis of book studies as an academic discipline. At the end of the semester seminar sessions will be given over to the students’ final presentations.

The capstone seminar takes place in the fall of the senior year, in order to showcase the results in exhibitions, interpretive documents, or public presentations such as Collaborations in the spring. The seminar is organized and taught by the director of the book studies concentration, who also oversees the progress of the independent projects. Each student’s project must be approved by the student’s concentration adviser, as well as by the director. Graded S/U only. 2 credits

Martin Antonetti (Director, Book Studies Concentration)
Offered every fall

Courses Approved for Book Studies Concentration Credit

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

Smith College

ARH 101 Advertising and Visual Culture
ARH 240 Print and Visual Communication in Early Modern Italy
ARH 268 The Artist’s Book in the 20th Century
ARS 171 Introduction to the Materials of Arts
ARS 275 The Book: Theory and Practice I
ARS 375 The Book: Theory and Practice II
ARX 141 What I Found in the Archives
CLT 100 The Pleasures of Reading
CLT 220 Imagining Language
EAL 237 Chinese Poetry and the Other Arts
ECS 210 Literacy in Cross-Cultural Perspective
ECS 338 Children Learning to Read
ENG 238 What Jane Austen Read: the 18th-Century Novel
ENG 312 Print Culture of the African Diaspora, 1760–1860
ENG 314 Material Modernism

Amherst College

ENGL 01-04 Visuality and Literature
ENGL 05-01 Reading Historically
FAMS 485-01 Word/Life/Image

Hampshire College

CS 111 The Emergence of Literacy
HACU 120 The Anatomy of Pictures
HACU 204 Artists’ Books
HACU 330 Books, Book Arts, Artists’ Books, Bibliophilia
HACU 334 The Collector: Theory and Practice
SS 244 Reading/Writing/Citizenship
SS/HACU 220-1 Dangerous Books: Introduction to Textuality and Culture
HACU 140-1 Comics Underground: Unconventional Comics in the U.S.

Mount Holyoke College

ARTH 271 Arts of Islam: Book, Mosque, and Palace
ARTH 301 Illuminated Manuscripts
ARTS 226 Digital Artists Books
ARTS 256 Printmaking
ARTS 264 Word and Image
ARTS 267 Papermaking with Local Plants
ARTS 269 Japanese Papermaking
ENGL 317 Studies in Renaissance Literature: Renaissance Theater and the Early Modern Book

University of Massachusetts, Amherst

COMP LIT 234 Myth, Folktales and Children’s Literature
COMP LIT 393b Comic Art in North America
COMP LIT 393c The International Graphic Novel
ENG 300 The History of the Book
ENG 491 The Origins of Reading
JUDAIC 392 Jewish Graphic Novel
Buddhist Studies Concentration

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

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

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

A concentration in Buddhist Studies is an excellent adjunct to majors in such fields as religion, philosophy, American studies, anthropology, art history, Asian studies, comparative literature, East Asian languages and literature, East Asian studies, the study of women and gender, and more. It allows for a deeper focus in Buddhism, offering an interdisciplinary complement to one’s major as well as an important credential for graduate admissions. It also provides a wonderful opportunity for students to integrate their coursework, Praxis learning and international experiences. Complete details about the concentration are available at www.smith.edu/buddhism.

Requirements

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

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

BUX 120 The Study of Buddhism
This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We will critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy, and religion, with a focus on regional, sectarian, and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts, and more. Graded S/U only. (E) 1 credit
Jamie Hubbard, Peter Gregory, Andy Rotman, Co-directors
Offered Fall 2012

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

Elective Courses

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

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

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

ARH 224  The Art of Japan
ARH 226  The Art of India
PHI 252  Madhyamaka and Yogacara
PHI 253j  Indo-Tibetan Buddhist Philosophy and Hermeneutics
REL 260  Buddhist Thought
REL 263  Zen
REL 264  Buddhist Meditation
REL 265  Colloquium in East Asian Religions: Chinese Religions
REL 266  Buddhism in America
EAS 270  Colloquium in East Asian Studies: Art of Korea
EAS 270  Colloquium in East Asian Studies: Japanese Buddhist Art
REL 270  Buddhism in Pre-Modern Japan
REL 271  Japanese Buddhism in the Contemporary World
REL 275  Religious History of India: Ancient to Medieval
REL 276  Religious History of India: Medieval to Modern
REL 282  Violence and Nonviolence in South Asian Religions
EAS 279  Colloquium: The Art and Culture of Tibet
PRS 302  Whose Voice? Whose Tongue? The Indian Renaissance and its Aftermath
PRS 304  Happiness: Buddhist and Psychological Understandings of Personal Well-Being
PHI 330  Seminar in the History of Philosophy: Nagarjuna
REL 360  Problems in Buddhist Thought: The Flowering of Chinese Buddhism
REL 360  Problems in Buddhist Thought: Enlightenment

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

Practical Learning Experiences

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

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

**Director:** Lucy Mule (Education and Child Study)

**Advisory Committee:**
- Martha Ackelsberg (Government)
- Phil Peake (Psychology)
- Elisabeth Armstrong (Study of Women and Gender)
- Ellen Kaplan (Theatre)
- Riché Barnes (African American Studies)
- Susannah Howe (Engineering)
- Marsha Pruett (School for Social Work)
- Donna Riley (Engineering)
- James Middlebrook (Art)
- Ginetta Candelario (Sociology)
- Carrie Baker (Study of Women and Gender)

The Community Engagement and Social Change (CESC) Concentration allows each participating student to connect an interdisciplinary area of interest (see examples below) to practical work in communities. Through a combination of carefully selected coursework, practical experiences, independent research projects, and guided reflection, students 1) expand and deepen their understanding of local, national, and global issues that affect communities, and 2) develop the skills, attitudes, and knowledge necessary to collaborate mindfully with these communities as citizens and leaders. The CESC Concentration draws on the rich curricular offerings at Smith College and in the Five Colleges, as well as the resources and expertise available through the Center for Community Collaboration, other Centers and offices at Smith, and the Smith College School for Social Work. For more information see www.smith.edu/ccc/concentration.php.

### Requirements for the concentration

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

1. **Gateway Course (2 credits)**

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

2. **Electives (four courses for a total of 16 credits)**

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

3. **Practical Experiences (two)**

   Students are required to complete two different practical experiences, one of which must be explicitly related to the student’s area of interest. Practical experiences can include internships, service-learning, community-based participatory research, paid or volunteer community service. The Center for Community Collaboration (CCC), Career Development Office (CDO), Global Studies Center, Five College Community-Based Learning network, and other offices on campus can assist students in finding appropriate practical experiences.

   Concentrators participating in various forms of practical experiences (e.g., internships, service-learning, community-based participatory research, paid or volunteer community service) are required to attend one semester of weekly reflective sessions.
offered by the CCC in collaboration with the Smith College School for Social Work.

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

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

Partial List of Community-Based Learning (CBL) Courses

Smith College
ARS 281/ LSS 250  Landscape and Narrative
ARS 389/ LSS 389  Broad-scale Design and Planning Studio
EDC 210  Literacy in Cross-Cultural Perspective
EDC 200  Urban Education
EDC 232  The American Middle School and High School
EDC 343  Multicultural Education
EDC 342  Growing up American
EDC 338  Children Learning to Read
EDC 336  Seminar: Youth Development and Social Entrepreneurship
EGR 410  Engineering Design Clinic
GEO 309/ EGR 319  Groundwater Geology
GOV 217  The Politics of Wealth and Poverty in the U.S.
IDP 320  Seminar on Global Learning: Women’s Health of Tibetan Refugees in India
IDP 120  Community-Based Learning: Ethics and Practice
LSS 255  Art and Ecology
LSS 220  Activism by Design
LSS 200  Socialized Landscapes: Private Squalor and Public Affluence
LSS 300  Rethinking Landscape
MTH 245  Introduction to the Practice of Statistics
PRS 312  Weaker Vessels: Women and Violence Inside and Out
PSY 325  Seminar in Mind-Body Medicine
SOC 214  Sociology of Hispanic Caribbean Communities
SOC 308/9  Practicum in Community-Based Research
SWG 230  Feminisms and the Fate of the Planet
SWG 238  Women, Money and Transnational Social Movements
THE 312  Topic: Theatre for Young Audiences

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

Hampshire College
CSI/IA 242  Critical Pedagogy in Action
CSI 231  The American School
CS- 240  Designing Curriculum for Learning in Formal and Non-Formal Settings
CSI 266  Making Space: The Role of Built Environments in Social Change
CS 240  How People Learn
IA 288  Appropriate Technology in the World
IA-149  Arts Integration: Theater as a Dynamic Teaching Tool
NS-0239  Agriculture, Food and Health

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

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<th>Course Code</th>
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<tr>
<td>AFROAM 236</td>
<td>History of the Civil Rights Movement</td>
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<td>ANTHRO 397MM</td>
<td>Memory, Narrative, and Community</td>
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<td>ANTHRO 397H</td>
<td>Grassroots Community Development</td>
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<td>ANTHRO 297H</td>
<td>The Good Society</td>
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<td>ANTHRO 397L</td>
<td>Leadership and Activism</td>
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<td>ANTRHO 497H</td>
<td>Community Development in Holyoke</td>
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<td>COMM 497BH</td>
<td>Media Literacy and Community Media</td>
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<td>ENVIRDES 296R</td>
<td>The Boltwood Project</td>
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<td>ENVIRSCI 465</td>
<td>Principles of Environment Assessment</td>
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<td>ENVIRDES 577</td>
<td>Urban Policies</td>
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<td>EDUC 497 IST</td>
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<td>JOURNAL 394C</td>
<td>Community Journalism Project</td>
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<td>LATINAM 398A</td>
<td>Practicum: Holyoke Tutorial</td>
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<td>PUBHLTH 160</td>
<td>My Body, My Health</td>
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<td>PSYCH 365</td>
<td>Psychology of Aging</td>
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<td>SPRTMGT 397H</td>
<td>Community Relations</td>
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Environmental Concentration

Directors: Andrew Guswa, Paul Wetzel

Coordinators: Joanne Benkley, Sarah Loomis

Advisory Board
Nina Antonetti, Landscape Studies
Elisabeth Armstrong, Study of Women and Gender, Environmental Science and Policy
Michelle Joffroy, Spanish and Portuguese, Environmental Science and Policy
Ann Leone, French and Landscape Studies
Yoosun Park, School for Social Work
Nola Reinhardt, Economics

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, which links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS will offer an Environmental Concentration with a focus/topic that changes every four years.

For 2011–15, the topic of the Environmental Concentration will be Sustainable Food, building on current student and faculty interest in this subject and capitalizing on Smith’s location in the heart of the Pioneer Valley. This concentration will enable students and faculty to engage in interdisciplinary explorations of food and the many issues involved in sustainability, such as food production, food distribution systems, the economics of agriculture, food cultures around the world, agricultural policy, and various questions pertaining to gender and food. For more information see www.smith.edu/food.

Requirements

The Environmental Concentration: Sustainable Food comprises four components: a gateway course, an academic core, practicum experiences, and a capstone.

1. Gateway Course (choose one)
   - ENV 100, Environment and Sustainability: Notes from the Field, 1-credit, offered fall 2012
   - LSS 100, Issues in Landscape Studies, 2-credits, offered spring 2013

2. Academic Core (four courses)
   In consultation with their advisers, students will choose four courses from among the many food-related courses offered by the Five Colleges (see below). Chosen courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences
   The concentration requires students to pursue two (2) practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course
   ENX 301: Environmental Concentration Capstone: Sustainable Food
   This course (see below for description) will be offered during the fall of 2012, 2013, 2014, and 2015. Students wishing to pursue the Environmental Concentration must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone
Topic: Sustainable Food. This capstone course for the Environmental Concentration: Sustainable Food brings together students to work on team-based projects related to sustainable food. Project work will be complemented by lectures, readings, discussions, and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E) 4 credits
Paul Wetzel
Offered Fall 2012

Example Courses for the Academic Core offered by the Five Colleges

Amherst College
- ANTH 33-01 The Archaeology of Food
- ANTH 339 The Anthropology of Food
- ENST 52 Seminar of Sustainable Agriculture
- HIST 25 The Wild and the Cultivated
- PSYC 17 Psychology of Food and Eating Disorders

Hampshire College
- CS 101 Food 101
- CSI 223 Who’s Your Farmer?
- NS 0114 Chemicals in Your Food
- NS 320 Agriculture, Food, and Health
- NS 233 Nutritional Anthropology
Mount Holyoke College

ANTHR 216 Special Topics in Anthropology: Food and Bathing Culture in Japan
ANTHR 316 Seminar Gender, Food and Agriculture in the Global Context
ASIAN 136j Food in Chinese Culture
ENVST 321 Sustainable Agriculture and Agroecosystems
ENVST 301f Colloquium Food and Famine in African History
ENVST 301s Colloquium Food and Famine in African History
GEOG 312s Seminar: Perspectives on Global Food Issues
GNDST 212s Women and Gender in Social Science: Anthropology of Food and Agriculture
GNDST 333s Seminar Gender, Food and Agriculture in the Global Context
HIST 301 Food and Famine in African History
HIST 296 02 Topic: African Women Food/Power
LATAM 389 Agrarian America: Sugar, Cotton, Coffee, Wheat
POLIT 100 FY Seminar: Politics of Food
PSYCH 252 Food, Appetite, and Culture
RELG 260 Food, Eating, and the Sacred

Smith College

ANT 226 Archaeology of Food (Pending CAP approval)
ANT 348 From Maasai to Mongolia: Pastoral Development in the 21st Century
BIO 103 Economic Botany: Plants and Human Affairs
ECO 213 The World Food System
ENG 119 Writing Roundtable: What's for Dinner? Writing about Food
ESS 150 Nutrition and Health
FYS 108 Curry: Gender, Race, Sexuality and Empire
FYS 100 Food for Thought
FYS 159 What's in a Recipe?
FYS 198 The Global Coffee Trail
ITAL 205 Savoring Italy

University of Massachusetts

ANTH 297 Anthropology of Food
ANTH 397 Special Topics: Food and Culture
ENGLISH 297W Special Topics: Beyond Food Writing
FD SCI 101 Food and Health
FD SCI 102 World Food Habits
FD SCI 150 The Science of Food
FD SCI 160 The Nature of Food
FD SCI 265 Survey of Food Science
FD SCI 270 Biology of Food in Human Health
FD SCI 541 Food Chemistry (FD SCI 544 Lab)
FD SCI 561 Food Processing
FD SCI 567 Food Microbiology (FD SCI 566 Lab)
FD SCI 575 Elements of Food Process Engineering
FD SCI 580 Food Borne Diseases
KIN 110 Human Performance and Nutrition
NUTR 230 Basic Nutrition
NUTR 572 Community Nutrition
NUTR 577 Nutritional Problems in the U.S
PLSOILIN 280 Herbs, Spices and Medicinal Plants
PLSOILIN 300 Deciduous Orchard Science
PLSOILIN 305 Small Fruit Production
PLSOILIN 315 Greenhouse Management
PLSOILIN 325 Vegetable Crop Production
PLSOILIN 350 Soil and Crop Management
PLSOILIN 370 Tropical Agriculture
PLSOILIN 390G Global Food Systems
PLSOILIN 390E Sustainable Food and Farming
PLSOILIN 397C Community Food Systems
POLISCI 291 The Politics of Food
RES EC 241 Intro to Food Marketing Economics
RES EC 343 Food Merchandizing
Global Financial Institutions Concentration

Advisory Committee
Payal Banerjee, Assistant Professor of Sociology
Randall Bartlett, Professor of Economics
Mlada Bukovansky, Professor of Government
Nicholas Horton, Professor of Mathematics and Statistics
Roger Kaufman, Professor of Economics
Leslie King, Associate Professor of Sociology
Susan Levin, Professor of Philosophy
Mahnaz Mahdavi, Professor of Economics, Director
Andrew Rotman, Associate Professor of Religion
Susan Sayre, Assistant Professor of Economics and Environmental Science and Policy
Roisin O'Sullivan, Associate Professor of Economics
Dennis Yasutomo, Professor of Government

The Global Financial Institutions Concentration combines academic courses, research, and fieldwork to provide a rigorous study of global financial markets. Students will acquire in-depth knowledge of the structure and operation of U.S. and world financial institutions. Through a sequence of six courses, two internships, and a workshop to develop appropriate computer skills, the GFX would specifically equip students with knowledge of the workings of financial institutions such as the IMF, the World Bank, Central banks around the world, and private financial institutions as well as related financial regulations. Students could normally complete the requirements of GFX in three years. The concentration will admit a maximum of 15 students each year, starting in their sophomore year.

Requirements

1. Gateway Course
   GFX 100 Introduction to Global Financial Institutions, 1 credit, graded S/U only
   This eight-week lecture series will provide an overview of the financial system and the role of financial institutions in the global economy; domestic and international regulation; domestic and international banking. Faculty and guest lecturers will reflect on contemporary developments and challenges in their fields.

2. Electives
   Students are required to take four electives drawn from at least two different departments. One of the courses must be ECO 265 (Economics of Corporate Finance), ECO 275 (Money and Banking) or a similar course chosen with the adviser.
   Only one statistics course and no more than three elective courses that fulfill the requirements for a student’s major will be counted toward fulfillment of this concentration. Students can select from the approved list of Smith and Five College related courses (provided below) drawn from course offerings in computer science, economics, government, math, philosophy, and psychology. Concentrators may choose to focus on a specific region (Africa, Asia, Europe or the Americas) by selecting courses on that region and doing research in their capstone seminar related to the region. Concentrators focusing on a region are strongly urged to study a language spoken in that region.

3. Capstone: Seminar Plus
   Students will fulfill the capstone requirement for the concentration by taking one seminar selected from a list of concentration-approved seminars (provided below). Such seminars are drawn from disciplines in which global finance research is already featured, such as economics, government and public policy. Concentrators will take an additional one-credit course with the concentration coordinator that will bring all of the concentrators in a given class year together four times during the second semester of the senior year to share the research that they did or are doing in their Capstone seminar. In addition, GFX students will be required to present their research in one of the following ways: during the annual Collaborations event in April; at an approved academic conference; or to the concentration students and faculty advisors.

4. Experiential Learning
   Students are required to complete three experiential learning components.
   Computer Programming for Financial and Economic Analysis
   This two-day workshop is specifically designed to introduce students to financial analysis tools. The aim is to teach students the basics of Excel pro-
gramming, including various plug-ins to perform modeling and spreadsheet analysis in an economics environment. Typical plug-ins includes Dummy Dependent Variable, Histogram, Regression, and Monte Carlo Simulation.

**Two Summer Internships**

Students are required to complete two summer internships (approved ten-week programs) prior to the senior year; Praxis may be used to fund one of these opportunities. The Center for Women and Financial Independence in collaboration with the Career Development Office the will provide a list of approved internships. In addition, first-year students are strongly encouraged to use the summer to gain work experience designed to develop required professional skills including technology, programming, and market-related communication.

5. **Additional Activities**

In order to enhance knowledge of financial markets and language, concentrators are required to participate in one of the following approved activities and are strongly encouraged to participate in more than one.

a) WFI lunchtime lectures, particularly Principles of Investing
b) Smith College Investment Club (maintain active membership status)
c) CDO Finance Resume and Cover Letters workshop
d) CDO Mock Finance Interview Day
e) WFI/CDO annual excursion to Wall Street in New York City
f) WFI/CDO day trips to the Federal Reserve Bank and Board

**Approved Courses**

**Electives**

ECO 220 Introduction to Statistics and Econometrics or
MTH 190 Statistical Methods for Undergraduate Research or
MTH 241 Probability and Statistics for Engineers, Mathematicians and Computer Scientists or
MTH 246 Probability
ACC 223 Financial Accounting
AMS 225 Corporate Capitalism, Media and Protest in America

ANT 241 Anthropology of Development
ECO 226 Economics of European Integration
ECO 240 Econometrics
ECO 265 Economics of Corporate Finance
ECO 275 Money and Banking
ECO 296 International Finance
GOV 242 International Political Economy
GOV 244 Foreign Policy of the United States
GOV 252 International Organizations
PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom
PRS 318 Religion of the Marketplace: A Demystification
SS 291 State and Politics in Africa (Hampshire College)

**Courses especially recommended for regional focus**

ANT 271 Globalization and Transnationalism in Africa
GEOG 215 Geography of Middle East and North Africa (Mount Holyoke)
ECON 367 Development Post-Independence Africa (UMass)
EAS 220 Culture and Diplomacy in Asia
EAS 100 Intro to Modern East Asia
GOV 228 Government and Politics of Japan
GOV 230 Government and Politics of China
HST 211 Emergence of China
HST 247 Aspects of Russian History
GOV 226 Latin American Political Systems
POLIT 354 Public Policy in Latin America (Mount Holyoke)
HST 260 Colonial Latin America, 1492–1825
HST 261 National Latin America 1821–Present
SOC 327 Global Migration in the 21st Century

**Approved Capstone Seminars**

ECO 375 The Theory and Practice of Central Banking
ECO 396 International Financial Markets
ECON 37 Financial Globalization (Amherst College)
ECON 335 Advanced Globalization (Mount Holyoke)
ECON 338 Money and Banking (Mount Holyoke)
ECON 349 Corporate Governance (Mount Holyoke)
GOV 343 Corruption and Global Governance
SOC 333 Social Justice, the Environment, and the Corporation
Related Courses: Foreign Language, Cultures and Society

The following courses will enhance a student’s knowledge of the Concentration but will not count toward fulfillment of the requirements. Students interested in a particular geographical region of global financial markets are strongly encouraged to acquire the relevant language skills, as well as political and cultural knowledge.

*Language courses, especially related to regional focus.*

PHY 115  General Physics I  
SPE 100  Art of Effective Speaking
The museums concentration gives students a foundation in the history of museums and the critical issues they engage. Through a combination of academic coursework, practical experience, and independent research, students learn about institutions that shape knowledge and understanding through the collection, preservation, interpretation, and display of artworks, artifacts, natural specimens, manuscripts and archives, and historic sites.

The museums concentration supports the study of material culture within a broad range of scholarly disciplines and allows students to explore areas of professional practice through meaningful connections with museums locally, regionally, nationally, and internationally. The Museums Concentration draws on the educational resource of the Smith College Museum of Art's collection of more than 23,000 original works of art, on the expertise of its professional staff, and on the exceptional special collections and academic programs of Smith College and the Five Colleges that support learning in this area.

Students may apply to participate in the museums concentration beginning in their sophomore year; the application deadline each year is December 1. Students are strongly encouraged to have taken MUX 118 (required for the concentration) before they apply. Once admitted they will be required to take MUX 300 as well as 4 electives; students may count up to two courses from their major and one course from a minor toward the Museums Concentration. In addition to their courses, students in the museums concentration must complete two relevant internships or other practical experiences. For more information see www.smith.edu/museums/index.php.

### Required Courses

**MUX 118 The History and Critical Issues of Museums**

Through readings and lectures by Smith faculty and guests, we will examine institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of material culture. We will look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We will examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Gardens as case studies. The final lecture will consider the future of museums and how they are evolving to meet society’s needs. Graded S/U only. 2 credits

Jessica Nicoll, Director, Smith College Museum of Art

Offered Fall 2012

**MUX 300 Museums Concentration Research Capstone**

Required for all seniors pursuing the Museums Concentration, this seminar provides a forum for students to develop research capstone projects that synthesize their previous coursework and practical experiences for the Museums Concentration. These projects are supplemented by weekly seminar meetings in which students will explore and critique the mission and work of museums and contemporary forces shaping them. Class sections will also provide a forum for progress reports and discussion of individual research projects as well as final presentations. Students must have completed the requirements for the museums concentration www.smith.edu/museums. (Enrollment limited to 15 seniors completing the Museums Concentration. 4 credits

Jessica Nicoll

Offered Spring 2013

### Courses Recommended for Museums Concentration Credit

These are courses that have been offered over the past several years and are relevant to the museums concentration. Consult the course catalogue for current availability. Other courses are eligible with adviser approval.
American Studies
AMS 220 Colloquium: Curating American Memory
AMS 411 Exhibiting Culture: An Introduction to Museum Studies in America
(4 credits; open only to members of the www.smith.edu/ams/Smithsonian.html.

Anthropology
ANT 135 Introduction to Archaeology
ANT 221 Archaeological Method, Theory and Practice
ANT 234 Culture, Power and Politics
ANT 249 Visual Anthropology
ANT 253 Introduction to East Asian Societies and Cultures
ANT 258 Performing Culture

Art History
All art history courses can count toward the Museums Concentration; the following are recommended selections.
ARH 101 The Lives of Objects
ARH 140 Introduction to Art History: Western Art
ARH 240 Art Historical Studies: Collecting and Display in Europe and North America, 1400–1900
ARH 260 Art Historical Studies: Museums by Artists
ARH 260 Art Historical Studies: Material Culture of the Victorian Era, 1840–1890
ARH 247 The Art and History of the Book
ARH 268 The Artist’s Book in the 20th century
ARH 290 Collecting the Past: Art, Artifact and Ancient America
ARH 294 Art History—Methods, Issues, Debates
ARH 352 Colonization and Visual Culture

Studio Art
ARS 171 Introduction to the Materials of Art
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

Chemistry
CHM 100 Perspectives in Chemistry: Chemistry of Art Objects
CHM 111 Chemistry I: General Chemistry
CHM 118 Advanced General Chemistry

Classical Languages and Literature
CLS 227 Classical Mythology

Computer Science
CSC 106 Introduction to Computing and the Arts
CSC 260 Programming Techniques for the Interactive Arts

East Asian Languages and Literatures
EAL 237 Chinese Poetry and Other Arts
EAL 360 Seminar: Literature, Art and Culture in Edo Japan

Education and Child Study
EDC 235 Child and Adolescent Growth and Development
EDC 238 Educational Psychology
EDC 305 The Teaching of Visual Art in the Classroom
EDC 342 Growing Up American: Adolescents and Their Educational Institutions
EDC 347 Individual Differences Among Learners
EDC 390 The Teaching of Science, Engineering and Technology

Film Studies
FLS 200 Introduction to Film Studies

First Year Seminars
FYS 197 On Display: Museums, Collections, and Exhibitions

Geosciences
GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
GEO 221 Mineralogy
GEO 231 Invertebrate Paleontology and the History of Life

History
HST 101 Introduction to Historical Inquiry
HST 390 Teaching History

History of Science
The History of Science offerings change regularly; other relevant courses in this area of study can count towards the museums concentration provided the course is approved by the Museums Concentration Advisory Committee.
HSC 207 The Technology of Reading and Writing

Museums Concentration
MUX 117 Collecting 101 (Interterm course, next offered 2014)
Selection of Recommended Five College Courses

The following are Five College courses that are recommended for Museum Concentration credit. Consult current course catalogue to check availability.

Amherst College

**Anthropology**
- ANTH 41-01 Visual Anthropology
- ANTH 332-01 Contemporary Anthropology

**Art and Art History**
- ARHA 92-05 Art and its Display
- ARHA 380-01 Museums and Society

**Geology**
- GEOL 224-01 Vertebrate Paleontology

**History**
- HIST 301-01 Writing the Past

Hampshire College

**Humanities, Arts, and Cultural Studies**
- HACU 0112-1 Investigating Women's Art
- HACU 0120-1 The Anatomy of Pictures: Visual Cultures

**Interdisciplinary Arts**
- IA 0166-1 Introduction to Art Education

Social Science
- SS 0203-1 Artivism and the Social Imagination
- SS 0258-1 Preserving the Past

Mount Holyoke College

**Anthropology**
- ANTHR 216-01 Collecting the Past
- ANTHR 310-01 Visual Anthropology in a Material World
- ANTHR 334-01 Memory, History and Forgetting

**Art History**
- ARTH 310-01 Who Owns the Past?

University of Massachusetts Amherst

**Anthropology**
- ANTHRO 325 Analysis of Material Culture

**Art and Art History**
- ART 310/1 Visual Arts & Human Development I & II
- ART-HIST 782 Museum Studies

**Biology**
- BIO 392C Museum Specimen Prep

**History**
- HIST 391P Politics of Preservation
- HIST 659 Public History
- HIST 661 American Material Culture
Poetry Concentration

Poetry Concentration Advisory Board
Annie Boutelle, Kevin Quashie, Director
Rosetta Cohen, Michael Thurston
Peter Gregory, Susan Van Dyne
Barry Moser, Ellen Watson
Thalia Pandiri, Sujane Wu
Cornelia Pearsall

The poetry concentration is a course of study designed to allow students to pursue work on and about poetry through a range of different experiences and courses. Through a combination of academic study, practical work and independent projects, students will gain a deeper understanding of the craft of writing, the business of publication and the dissemination of poetry to others. The poetry concentration supports the study of poetry within a range of scholarly disciplines and gives students the opportunity to explore areas of professional practice through meaningful connections with local, regional, and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught. The concentration draws on the educational resources of the Poetry Center and the Rare Book Room, as well on the unique expertise of poets and artists working both at the college and in the larger Pioneer Valley. For more information see www.smith.edu/poetry.

Participation

The poetry concentration will accept up to 12 students annually. Sophomores and juniors are encouraged to apply in the spring of their sophomore or junior year (deadline March 30). Eligible applicants should already have completed two of the courses (including English 112) and one of the internships on an approved list. Applications will be reviewed by the advisory committee of the poetry concentration. Accepted students will be assigned an advisor.

Requirements for the Concentration

1. Gateway courses

PYX 100 The Art and Business of Poetry
A required gateway course for the poetry concentration, this interactive workshop-based course offers a sampling of the diverse components of the concentration. Each daily session will feature faculty members who serve as advisers and may be consultants for the senior capstone projects that may focus in one of these areas: printing poetry, reading poetry, theories and politics of translating poetry, teaching poetry in the high school classroom. Students will complete a creative exercise and reflection for each day of the course. Enrollment limited to 15 with priority to declared concentrators. Graded S/U only. 1 credit
Offered Interterm 2013

ENG 112 Reading Contemporary Poetry

2. Three electives
One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department

3. Two practical experiences
Coursework will be complemented by at least two practical experiences relating broadly to the field of poetry. These may include both internships and paid or volunteer work.

4. Capstone course

PYX 404 Poetry Capstone
The poetry concentration stipulates a senior capstone project integrating the skills and perspectives learned through the electives in the concentration and the internships or practical experiences. Students will complete an independent project under the rubric of a group special studies. For example, students might produce and print a chapbook of their own poetry; a portfolio of translations; an integrated packet of curriculum materials for teachers of poetry in a particular grade (K–12), or curate an online exhibit of some part of the poetic process, such as drafts. Students will work both with the instructor and their concentration adviser in shaping and implementing the project. 4 credits
Offered Spring 2013

This project in the senior year synthesizes the student’s previous coursework and internship experiences to address a substantive independent project. This work will be conducted primarily as a group independent study, but students will convene monthly to report on their progress.

Five possible foci or strands may be pursued in the Poetry Concentration. These include: (1) Poetry Writing, (2) Poetry Translation, (3) Book Arts, (4) The Teaching of Poetry, and (5) a general strand focusing on poetry appreciation across several areas of interest

The total combined coursework will accrue no fewer than 19 credits.
South Asian Concentration

Directors: Nalini Bhushan, Andrew Rotman

Smith College Participating Faculty
Elisabeth Armstrong, Payal Banerjee, Leslie Jaffe, Marylin Rhie, Michael Gorra, Ambreen Hai, Andrew Rotman, Charles Staelin, Margaret Sarkissian. Pinky Hota

Five College Faculty
Amherst College: Sujani Reddy, Christopher Dole, Lawrence Babb, Maria Heim, Adam Sitze, Krupa Shandilya, Nasser Hussain, Steven Heim, Tariq Jaffer
UMass: Karen Cardozo, Anne T. Ciecko, Ranjanaa Devi, Michael Hannahan, Asha Nadkarni, Svati Shah

The South Asia concentration focuses on the interdisciplinary study of South Asia. It brings together the perspectives of various areas of study, from art history to economics, to develop a sustained curricular and co-curricular focus on the region of South Asia. For more information see www.smith.edu/southasia.

SAX 140 South Asia: Then and Now
This course introduces students to the study of South Asia, the history of the region, the cultures and cultural and cultural productions of South Asia, and the economic, political and religious forces that shape South Asia as well as the impact of South Asian and its diaspora on the contemporary world. It is the gateway course to the South Asia concentration and is required for all concentrators. It is co-taught by all of the Smith faculty associated with the South Asia concentration. Offered first half of the semester only. Graded S/U only. (E) 1 credit
Ambreen Hai, coordinator
Offered Fall 2012

Requirements

1. Gateway courses
   a) A 1-credit gateway course to be taken together by all concentrators
   b) An additional introductory course either at Smith College or elsewhere in the Five Colleges with a focus on South Asia

2. Additional Requirements
   Each student must also take at least:
   a) One course in the general area of visual, literary and performing arts
   b) One course in philosophy or religious studies
   c) One course in the social sciences

3. Capstone Courses
   a) advanced seminar in any field addressing South Asia. Possible capstone seminars are marked with an asterisk (*).
   b) A 1-credit senior seminar in the spring, to be taken together by all concentrators.

Each student is also required to complete two internships or a study abroad and an internship (which may coincide with study abroad).

Courses
A sampling of courses offered at Smith College in the past or that are currently being offered are listed below. These include both core courses, which count towards the concentration, as well as peripheral courses, which can be taken to supplement the concentration.

Core
ART 360/FLS 370 Bollywood: A Cinema of Interruptions
ART 226 The Art of India
PHI 127 Indian Philosophy
REL 275 Religious History of South Asia: Ancient to Medieval
REL 276 Religious History of India: Medieval and Modern Periods
REL 277 South Asian Masculinities
REL 282 Violence and Nonviolence/South Asia
REL 375 South Asian Religious Literature

Additional courses
ENG 241 Postcolonial Literature
ENG 266 Lovers, Goddesses, Talking Animals: The Classical Literature of India
ENG 277 Postcolonial Women Writers
EAS 279 Colloquium: The Art and Culture of Tibet
ENG 334 Seminar: Servants in Literature and Film
IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees in India
PHI 265 Colloquium: Comparative Indian Philosophy
PHI 330 Seminar in the History of Philosophy: Indian Madhyamaka
Dance

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

Students should consult the Five College Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/sites/dance.

A. Theory Courses

All Dance Theory Courses: L {A} 4 credits

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors, juniors and Five College Dance Department Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

**Professor**
Rodger Blum, M.F.A., Chair

**Assistant Professors**
\*Lester Tomé, Ph.D.
Chris Aiken, M.F.A., Director of M.F.A. in Dance
Angie Hauser, M.F.A.

**Five College Lecturer in Dance**
Marilyn Middleton-Sylla

**Musician/Lecturer in Dance Technique and Performance**
Mike Vargas, B.A.

**Lecturers**
Dahlia Nayar, B.A.
Candice Salyers, M.F.A.
Joe Seitz
Colleen Thomas, M.F.A.
Daniel Trenner, M.Ed.
Jennifer Weber

**Five College Faculty**
Paul Arslanian, B.A. (Lecturer in Dance, University of Massachusetts)
Billbob Brown, M.A., (Associate Professor, University of Massachusetts)
Jim Coleman, M.F.A., Five College Dance Department, Chair (Professor, Mount Holyoke College)
Paul Dennis, M.F.A. (Assistant Professor, University of Massachusetts)
Ranjana Devi (Lecturer, University of Massachusetts)
Charles Flachs, M.A., sabbatical 2012–13 (Professor, Mount Holyoke College)
Rose Flachs, sabbatical 2012–13 (Professor, Mount Holyoke College)
Teresse Freedman, B.A. (Professor, Mount Holyoke College)
Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)
Peter Jones (Lecturer/ Accompanist, Mount Holyoke College)
Daphne Lowell, M.F.A. (Professor, Hampshire College)
Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)
Thomas Vacanti, M.F.A. (Assistant Professor, University of Massachusetts)
Wendy Woodson, M.A. (Professor, Amherst College)

**Teaching Fellows**
Shaina Cantino
Sara Coffin
Melissa Edwards
Matt Elder
Safi Harriott
Eliza Larson
Kelly Stillman
Catherine Wagner

Visit www.smith.edu/catalog for current course information.
majors. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited.

**Dance Composition:** Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g. motif and development, theme and variation, text and spoken language, collage, structured improvisation and others.

**151 Elementary Dance Composition**
L (A) 4 credits
*Candice Salyers
Offered Spring 2013

**252 Intermediate Dance Composition**
Prerequisite: 151. L. (A) 4 credits
*Angie Hauser
Offered Fall 2012

**353 Advanced Dance Composition**
(Pending CAP approval)
Prerequisite: 252 or permission of the instructor. L. (A) 4 credits
*To be announced
To be arranged

**171 Studies in Dance History: European and North American Concert Dance (1900s–Today)**
(Pending CAP approval)
The course offers an overarching historical survey of multiple idioms in dance, focusing on the traditions of ballet, modern dance and jazz. The study of major artists, dance works, trends and events from the past illuminates the dance lineages, sociocultural contexts and cross-pollinations between genres that have led to contemporary practices in European and North American concert dance. The acquisition of skills in historical research and writing constitutes a main goal of the course. Particular attention is paid to the location, evaluation and interpretation of primary sources in dance. Also, the course introduces discussions on the nature of history as a discipline and mode of inquiry. L (A) 4 credits
*Candice Salyers
Offered Fall 2012

**187 Dancers Making Music**
Designed for dance students, this course offers direct experience with the relationships between dancing and live music. Classes will consist of making music together in a wide variety of ways. The definition of music will be very broad and inclusive. Sources of sound will include but not be limited to the voice, found objects, musical instruments and sound recordings. Dancers will also move in the studio with and without music. Discussions and written work with an emphasis on clear language will focus attention on specific principles and topics particularly relevant to dance. Prerequisites: two semesters of dance technique within the last two years. Course may be repeated once for credit. Enrollment limited to 15. (A) 2 credits
*Mike Vargas
To be arranged

**207 Intermediate Repertory**
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. May be taken twice for credit. (A) 2 credits
*Angie Hauser
Offered Spring 2013

**209 Intermediate Repertory**
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In this four-credit version, the course requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertoire or through the creation of new work(s). May be taken twice for credit. Audition required. (A) 4 credits
*Rodger Blum
Offered Fall 2012

**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
To be announced
To be arranged

267 Dance in the Community
Dance in the Community will train students to extend the cultural power of dance to grassroots situations and make it an important part of people's lives. Students will learn theories and techniques for using movement as a tool of communication. These skills will be taken into various community centers on campus, as well as in surrounding areas. Strong background in dance not required. Enrollment limited to 12. (A) 4 credits
Marilyn Sylla
Offered Spring 2013

272 Dance and Culture
Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. L. (A) 4 credits
To be announced
To be arranged

285 Laban Movement Analysis I
(Pending CAP approval)
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 provides an overview of essential issues in music and sound as they relate to dancers and choreographers. Particular attention will be paid to rhythm in all its guises, music terminology and categories, personal versus cultural meaning in music and sound, and strategies for finding and making music. There will be a strong emphasis on listening, formulation of clear statements about music, ethical questions regarding collaborating and communicating with musicians, and the differences between working with recorded and live music. The goal will be to develop an open-minded and detailed intelligence about the various relationships between dance and music. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. (A) 4 credits
Mike Vargas
Offered Spring 2013

305 Advanced Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer’s vision is formed, altered, adapted and finally presented in performance. Audition required. May be taken twice for credit. (A) 2 credits
Ballet Repertory
To be announced
To be arranged
Contemporary Repertory
To be announced
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 repertoire or through the creation of new work(s). May be
taken twice for credit. Prerequisite: advanced technique or permission of the instructor. 4 credits

To be announced

To be arranged

377 Advanced Studies in History and Aesthetics

This course will explore a specific idea, concept, period, person, or event important in the history and/or aesthetics of dance. Topics will vary depending on the instructor's research and expertise.


This course looks at the vast and diverse cultural and aesthetic landscape of dance in the millennium and the new breed of self-conscious and socially-conscious dance artists who insist on speaking directly to their own generation. Tracing the roots of new-age dance back to the political and social environment of the 1960s, we will investigate how new-age postmodernists pursued radically different methods, materials, and strategies for provoking new ideas about dance, the body and corporeal aesthetics, and produced new theories about the relationship between cultural forms and the construction of identities. As we look at the freshest cutting-edge dance works, we will query how non-narrative dance focuses on the body as an instrument with unlimited possibilities; heterosexuality, homosexuality, and androgyny constitute a revised gender spectrum; site-specific works illuminate various spaces for the viewer; works from culturally-specific traditions can be watched and evaluated; people move with each other in space when there is no clear beginning, middle or end; and how dance theater and content not within our own sphere of experience can instigate new frames and viewing positions. (L) 4 credits

Lester Tomé

Offered Spring 2013

Topic: Interrogating Dance Globalization

Many dance forms have become global expressions practiced far from their birthplaces. Hip-hop, salsa, flamenco, tango, ballet, butoh and bharatanatyam exemplify this trend. This seminar will explore how global dance practices are related to migratory flows, media technology, tourism, imperialism, cultural hybridization, transnational identities, global citizenship, and the commodification of cultural products. The course aims to illuminate what globalization entails for the practice and study of dance today: How are dance forms meaningful outside their original culture? How does globalization affect the authenticity, preservation and ownership of dance traditions? What are the ethical connotations of international crosscurrents that enable the appropriation and exploitation of dance heritages, but also their fruitful dissemination and hybridization? How does the global circulation of dances reproduce or challenge power relationships between the West and the rest of the world? Within dance, can globalization be reconciled with the articulation of local, regional or national identities? (L) 4 credits

Lester Tomé

Offered Spring 2013

Topic: Salsa in Theory and Practice

This course is an in-depth exploration of salsa from theoretical and practical perspectives. Dance lessons familiarize the students with beginner to intermediate level salsa steps, targeting skills in bodily coordination, musicality, expressivity and improvisation, as well as in memorization of choreography and communication between partners. The learning of the dance is framed within an analysis of literature on salsa cutting across dance history, anthropology, musicology and cultural studies. Readings, documentaries, class discussions and research assignments situate salsa as an expression of Latino and Latin American cultures, but also as a global product through which dancers and musicians from Cuba to Japan perform notions of gender, ethnicity and nationality. No previous dance experience required. (L) 4 credits

Lester Tomé

Offered Spring 2013
399 Senior Seminar
Senior seminar is a capstone course designed to integrate dance studies through an individual research or creative project and to articulate critical analysis and feedback for peers. Required for senior dance majors and open by permission to other seniors with a serious interest in dance. [A] 4 credits
Rodger Blum
Offered Spring 2013

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. May be substituted for DAN 399 with permission of the department. May be taken twice for credit. [A]
1 to 4 credits per semester; maximum 8
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 stage crew. It may not be used for performance choreography. May be taken four times for credit, with a maximum of two credits per semester. [A] 1 credit
Rodger Blum
Offered both semesters

201 Dance Production
Same description as above. May be taken four times for credit, with a maximum of two credits per semester. [A] 1 credit
Rodger Blum
Offered both semesters

C. Technique Courses

Technique Course Registration Policies
Registration is mandatory. Auditing is not allowed. You may register for the same technique course up to three times for credit.

Non-majors are allowed 12 credits of technique (6 courses) for credit. After 12 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses.

Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses. If you wish to receive credit for technique courses beyond your limit, please speak to a faculty member about designing a special studies course.

For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available online at www.fivecolleges.edu/sites/dance.

Technique courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors, juniors and Five College Dance Department majors. Normally, students must take these two-credit courses in addition to a full course load. Technique courses will also require outside reading, video and film viewings and/or concert attendance. “P” indicates that permission of the instructor is required. “L” indicates that enrollment is limited. Placement exams for advanced levels will be held the first weeks of classes.

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 10. May be repeated once for credit. [A] 2 credits
Safi Harriott
Offered Fall 2012 and Spring 2013

137 Tap I
Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. [A] 2 credits
Not offered in 2012–13

237 Tap II
Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expres-
sion. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15. [A] 2 credits
To be announced
To be arranged

218 Floor Barre 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
To be arranged

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 10. (E) [A] 2 credits
Chris Aiken
Offered Fall 2012

Techniques

Contemporary: Introductory through advanced study of contemporary dance techniques. Central topics include: refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

113 Contemporary Dance I
L. [A] 2 credits
Shaina Cantino, Fall 2012
Sara Coffinn, Spring 2013
Offered both semesters each year

114 Contemporary Dance II
For students who have taken Contemporary Dance I or the equivalent. L. [A] 2 credits
Eliza Larson, Fall 2012
Section 01: Melissa Edwards, Spring 2013
Section 02: Dance and Theater, Spring 2013 (Com-
### 222 Ballet III
Prerequisite: 121 or permission of the instructor. L. {A}
2 credits
Rodger Blum
Offered Fall 2012

### 223 Ballet IV
L. {A} 2 credits
Rodger Blum
Offered Spring 2013

### 324 Ballet V
By audition/permission only. L. {A} 2 credits
Rodger Blum
Offered Fall 2012

### 325 Ballet VI
By audition/permission only. L. {A} 2 credits
Rodger Blum
Offered Spring 2013

### 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/Hip-Hop
Combined enrollment 130/131 limited to 30. {A} 2 credits
Matt Elder, Fall 2012
To be announced, Spring 2013
Offered both semesters each year

#### 131 Jazz II/Hip-Hop
For students who have taken Jazz I or the equivalent. Combined enrollment 130/131 limited to 30. {A} 2 credits
Matt Elder, Fall 2012
To be announced, Spring 2013
Offered both semesters each year

#### 232 Jazz III
Further examination of jazz dance principles. L. {A} 2 credits
Kelly Silliman, Fall 2012
Jennifer Weber, Spring 2013 (Combined enrollment in spring for 232/233 limited to 30.)

#### 233 Jazz IV/Hip-Hop
Emphasis on extended movement phrases, complex musicality and development of jazz dance styles. L. {A} 2 credits
Jennifer Weber
(Combined enrollment in spring for 232/233 limited to 30.)
Offered Spring 2013

#### 334 Jazz V/Hip-Hop
Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits
To be announced
To be arranged

#### 335 Jazz VI/Hip-Hop
Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits
To be announced
To be arranged

### 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.

#### 142 West African Dance I
This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. {A} 2 credits
Marilyn Sylla
Offered Fall 2012, Spring 2013

#### 144 Tango
Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class will include the movements, the steps, the history, and anecdotes about the culture of Tango. We will cover traditional and modern forms.
All dancers will learn to lead and follow, so you do not need a partner. Wear leather soled shoes or bring socks. Enrollment limited. [A] 2 credits

Daniel Trenner
Offered Fall 2012

148 Beginning Social Dance I
This course for beginners will introduce students to ballroom dance, focusing on technique, alignment, styling, rhythm and musicality. The course will cover both Latin (Rhythm) and Smooth dances, Salsa, Cha-Cha, Waltz, Tango, Rumba, and others, as well as other popular current forms. Enrollment limited to 30. [A] 2 credits

To be announced
To be arranged

149 Salsa Dance
[A] 2 credits
Lester Tomé
To be arranged

150 Latin Dance: Capoeira
This course teaches beginner-level capoeira, an Afro-Brazilian form that incorporates elements of dance, music, game and martial art. Students will learn capoeira steps and develop physical skills, while becoming familiar with aspects of this genre’s history through occasional documentaries and readings. Enrollment limited to 30. [A] 2 credits

Joe Seitz
Offered Fall 2012

242 West African II
This course is an exploration of the various dance styles, forms and symbols attributed to the classical societies of Western Africa. The course will focus on those dances whose origins are (historically) found in the Old Mali Empire, i.e. (Mali, Senegal, the Gambia, Guinea) as well as Nigeria and Ghana. It will specifically examine the dance styles of the Serer, Lebou, Djollà, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 25. [A] 2 credits

Marilyn Sylla
Offered Spring 2013

244 Tango II
This class is open to people who have completed the 100 level Tango course, or who already have competence in social Tango from previous study. We will continue and deepen the study of Tango as a social dance form, while also being introduced to Tango’s performance vocabulary. We will remain focused on the lead and follow “voices” of Tango’s iconic archetypes, and study Tango’s styles, in both traditional and nuevo (emerging) contexts. The class will also study the creation and organization of Tango dance communities. A partner is not necessary. Wear leather soled dance shoes or bring socks. Enrollment is limited to 20. [A] 2 credits

Daniel Trenner
Offered Spring 2013

291 Yoga for Dancers
Rather than working from a singular movement approach, emphasis in this course is placed on understanding the dynamic relationship of both dance and yoga from multiple perspectives. We will explore how these two practices reflect, inform, and enhance each other through their anatomical/energetic organization and alignment strategies, movement logic and sequencing, and embodied awareness in motion and stillness. Investigating a variety of yogic structuring principles that address the technical, restorative, and performance-related issues of the dancer, we work to refine standing, sitting, reclining, and arm-supported postures, and then incorporate this information into the creation and performance of dancing phrases. (E) 2 credits

Eliza Larson
Offered Spring 2013

D. The Major

Bachelor of Arts in Contemporary Dance Studies

Advisers: Rodger Blum, Lester Tomé

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and culture, creative and aesthetic studies, scientific aspects of dance, the language of movement, and dance technique and performance. A dancer’s instrument is her body and it must be trained consistently; at least five dance technique courses are required for the B.A. (Ten are allowed for credit towards the GPA.) Students should
reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (Levels V and VI) require a placement exam. A minimum of 48 credit hours are required for the major. Students may substitute no more than one course from another department to fulfill a Dance Major requirement. Substitute courses must be approved by the Dance Department Faculty.

**History** Studies in Dance History: European and North American Concert Dance (1900s–Today) (DAN171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level there is Advanced Studies in History and Aesthetics (DAN 377) with rotating topics. These courses all examine the dance itself and its cultural context.

**Creative and Aesthetic Studies** (DAN 151, 252, 353, 209 and 309) This sequence of courses begins with the most basic study of dance composition—space, time, energy—and focuses on tools for finding and developing movement. The second and third level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and accompaniment. The movement materials that a student explores are not limited to any particular style. This sequence also includes four-credit Repertory courses at the intermediate and advanced level.

**Scientific Aspects of Dance** (DAN 241, 342) These courses are designed to develop the student’s personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, bio-mechanics, and their relationships to various theories of technical study.

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

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

Major Course of Study Students in the Bachelor of Arts in Contemporary Dance are urged to pursue a breadth of study in their technique courses and, in consultation with their adviser, make connections to other Arts departments.

**Requirements**

**Theory:** Must take each of the following:

- **151** Elementary Dance Composition
- **171** Studies in Dance History: European and North American Concert Dance (1900s–Today)
- **241** Scientific Foundations of Dance
- **252** Intermediate Dance Composition
- **272** Dance and Culture
- **287** Analysis of Music from a Dancer’s Perspective
- **285** Laban Movement Analysis I
- **200** Dance Production
- **201** Dance Production (May be taken for performance credit after taking DAN 200.)

Five dance technique courses are required for the B.A. (Ten are allowed for credit towards the GPA.) Dance majors must take at least two courses in one dance technique and reach intermediate level in it, and take at least one course in a different technique form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (Levels V and VI) require a placement exam.

**Advanced Theory (Choose at least two)**

- **305** Advanced Repertory (taken twice)
- **309** Advanced Repertory
- **342** Scientific Foundations of Dance II
- **353** Advanced Dance Composition
- **377** Advanced Studies in History and Aesthetics
- **400** Special Studies (Choreography or Research)

A thesis project is required in the student’s senior year in choreography or research. If offered, students will take the seminar course. Otherwise, an independent project with an adviser will be designed. Students are encouraged to speak with their major adviser about an honors thesis. This conversation should begin at the end of the junior year. Students may count a total of only 4 credits in advanced repertory toward the major.

**Senior Thesis**

**399 Senior Seminar in Dance (Choreography or Research)**
Honors

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

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

E. The Minor in Contemporary Dance Studies

Advisers: Members of the Smith College Department of Dance. A minimum of 27 credit hours are required for the minor.

Required Courses
151 Elementary Dance Composition
171 Studies in Dance History: European and North American Concert Dance (1900s–Today)
241 Scientific Foundations of Dance
272 Dance and Culture
287 Analysis of Music from a Dancers Perspective OR
285 Laban Movement Analysis I

200 Dance Production
113–335 Dance Technique: at least three two-credit technique courses.

No courses from another department may substitute for a dance minor requirement.

F. 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.

G. Graduate: M.F.A. Program

Director: Chris Aiken
74–78 Total credits.

12–14 credits First Year Technique (six total classes or five classes and one undergraduate theory course)
12–14 credits Second Year Technique (six total classes or five classes and one undergraduate theory course).

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/dance/masters.php.

500 Graduate Seminar: Topics in Dance Theory
One topic offered each semester. Graduate students are required to take a different topic each semester. Four different topics are required for the degree. Description of topics and expectations can be found in the Dance department graduate book. (E) 3 credits per topic.

Topic: Seminar in Music and Sound
Mike Vargas
Offered Fall 2012

Topic: Contemporary Trends in Dance
To be announced
Offered Fall 2013

Topic: The Pedagogy of Dance Technique
Rodger Blum
Offered Spring 2014

Topic: Dance, Video and the Camera
Rodger Blum
Offered Spring 2013

505 First Year Performance
Description of course and expectations can be found in the dance department graduate book. (E) 2 credits
Chris Aiken (Faculty of Record)
Offered both semesters
507 Production and Management
Description of course and expectations can be found in the dance department graduate book. (E) 2 credits
Chris Aiken (Faculty of Record)
Offered both semesters

515 Creative Process and Choreography I
Description of course and expectations can be found in the dance department graduate book. (E) 3 credits
Chris Aiken (Faculty of Record)
Offered Fall 2012

521 Dance as Creative Process
Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in dance and choreography. Prerequisite: two semesters of choreography. Offered every other year. 5 credits
Angie Hauser
Offered Fall 2013

525 Creative Process and Choreography II
Description of course and expectations can be found in the dance department graduate book. (E) 3 credits
Chris Aiken (Faculty of Record)
Offered Spring 2013

540 History and Literature of Dance: Research Methods
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. Offered every other year. 4 credits
Lester Tomé
Offered Fall 2012

553 Choreography by Design
This class will examine and engage the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Choreographic ideas developed in this class will be based on the premise that design elements can be used as source material for choreographic intent. In addition to studies and projects, weekly writings will be assigned. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, coursework in theatrical production (or equivalent). Offered every other year. 5 credits
Chris Aiken
Offered Spring 2013

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. Offered every other year (A) 4 credits
Terese Freedman
Offered Spring 2014

570 Second Year Summer Research
Description of course and expectations can be found in the dance department graduate book. (E) 2 credits
Dance Faculty
Offered each Summer

590 Second Year Thesis: Process and Design
Description of course and expectations can be found in the dance department graduate book. (E) 4 credits
Dance Faculty
Offered every Fall

591 Second Year Thesis: Production and Analysis
Description of course and expectations can be found in the dance department graduate book. (E) 4 credits
Dance Faculty
Offered every Spring
The Department of East Asian Languages and Literatures offers a Major in East Asian Languages and Cultures with concentrations in China or Japan, and a minor in East Asian Languages and Literatures with concentrations in China, Japan or Korea. Students planning on spending their junior year abroad should consult the department concerning the list of courses to be credited toward the major or minor and must seek final approval for the courses upon their return.

Courses in English

FYS 116 Kyoto Through the Ages

Kyoto is acclaimed by Japanese and foreigners alike as one of the world’s great cities, the embodiment in space and spirit of Japan’s rich cultural heritage. It is also a thriving modern metropolis of over a million people, as concerned with its future as it is proud of its past. In this course students will study Kyoto past and present, its culture and people, so as to better understand how it became the city it is today. Enrollment limited to 16 first-year students. (E) [H] WI 4 credits

Thomas H. Rohlich (East Asian Languages and Literatures)
Offered Fall 2012

PRS 316 Revising the Past in Chinese Literature and Film

This seminar will explore how China recollects, reflects and reinterprets its past, and how Chinese history and its literary and cultural traditions are represented in a new light on the world stage through film and literature. We will also examine closely how tradition is integrated and transformed into modern Chinese society and life. Topics include literary texts and films about Confucius and the First Emperor of China, the concept of Hero, the representation of Mulan, and the heroine Qiu Jin. Enrollment limited to 12 juniors and seniors. (E) [L] 4 credits

Sujane Wu (East Asian Languages and Literatures)
Offered Fall 2012
EAL 231 The Culture of the Lyric in Traditional China
The definition of lyric in the Chinese tradition is the natural, direct expression and reflection of one's inner spirit as a result of a unique encounter with the external world. Through close, careful readings of folk songs, lyric poems, prose, and excerpts from a novel and a drama, students will inquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. In addition to an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty, we will focus on the subject of plants and flowers in Chinese literature. No knowledge of Chinese is required and all readings are in English translation. [L] 4 credits
Sujane Wu
Offered Fall 2012

EAL 232/CLT 232 Modern Chinese Literature
A window into China, Taiwan, Tibet and Chinese diasporas, this course introduces themes and movements from the late imperial period to the present. We will explore questions of political engagement, social justice, class, gender and human freedom and responsibility. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. [L] 4 credits
Sabina Knight
Offered Fall 2012

EAL 233 Chinese Travel Writing
Who travels in China and for what reasons? What does a traveler write about—the scenery of a particular location or the experience of a journey itself; the homesickness or the joy of traveling; the philosophical and spiritual insights or the political implications? Much of Chinese literature is composed from the perspective of one who is, or has been, on the road: whether as exile, pilgrim, soldier, pleasure traveler or even shaman. Through close reading of selected poems, diary entries, essays, fictional writings and visual images selected from across the centuries, we will explore how various writers define such notions as “place” and “home.” All readings are in translation. (E) [L] 4 credits
Sujane Wu
Offered Spring 2013

EAL 239/CLT 239 Contemporary Chinese Women’s Fiction
An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, Tibet and Chinese diasporas. Theme for 2013: Intimacy. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) reinforce or contest norms of economic, cultural and sexual citizenship? What do narratives of intimacy reveal about the social consequences of economic restructuring? How do pursuits, realizations, and failures of intimacy lead to personal and social change? Readings are in English translation and no background in China or Chinese is required. [L] 4 credits
Sabina Knight
Offered Spring 2013

EAL 240 Japanese Language and Culture
This course will introduce the historical, social and ideological background of “standard Japanese” and the Japanese writing system. We will also look at basic structural characteristics of the language and interpersonal relations reflected in the language, such as politeness and gender, as well as contemporary trends in popular media. This course is suitable for students with little knowledge about the language as well as those in Japanese language courses. All readings are in English translation. Enrollment limited to 30. [S] 4 credits
Maki Hubbard
Offered Fall 2012

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
Thomas Rohlich
Offered Fall 2012

EAL 242 Modern Japanese Literature
A survey of Japanese literature from the late 19th century to the present. Over the last century and a half, Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we will also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. [L] 4 credits
Kimberly Kono
Offered Spring 2013
EAL 248 The Tale of Genji and The Pillow Book
A study of the two most famous literary works of Heian (784–1185) Japan, both written by Ladies-in-Waiting to rival consorts of the Emperor. Although radically different in form and content, The Tale of Genji by Murasaki Shikibu and The Pillow Book of Shōnagon are considered to be two of the greatest pieces of Japanese literature, and they provide insight into the court at a time when women played a major role in society and the arts. Open to all sophomores, juniors and seniors. Readings in English translation. (L) 4 credits
Thomas Roblich
Offered Spring 2013

EAL 360 Seminar: Topics in East Asian Languages and Literatures

Minority Literature in Japan
Often assumed to be ethnically and culturally homogeneous, Japan is in fact home to several minority groups, including Ainu, burakumin, Korean Japanese and Okinawans. This seminar will examine the works of different minority writers, and consider the cultural and political ramifications of their writing. We will discuss the portrayal of the “minority experience” in Japan as well as address the texts’ impact on Japanese literature. We will also consider how award-winning “minority” writers, such as Nakagami Kenji, Yū Miri and Levy Hideo, challenge conventional notions of a modern Japanese identity. Students are encouraged, but not required, to take JPN 351, which will deal with related materials in the original Japanese. Enrollment limited to 12. Prerequisite: Permission of the instructor. (L) 4 credits
Kimberly Kono
Offered Spring 2013

Deep China: Literary and Interdisciplinary Analysis
Literature is crucial to understanding China, from healthcare and social movements to debates about legal reform, civic freedoms, and clean energy policies. This course approaches China through literary analysis informed by the work of anthropologists, historians, philosophers, sociologists and political scientists. Each unit conjoins theoretical works, fieldwork essays, and Chinese literary works (stories, novels or films). Student projects integrate literature and topics in public policy, healthcare or the social sciences. Critical thinking required; prior knowledge of China helpful but not required. Enrollment limited to 12. (L) 4 credits
Sabina Knight
Offered Spring 2013

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. With the instructor’s permission, advanced language courses (CHI 350, CHI 351, JPN 350, JPN 351) may be repeated when the content changes.

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, Yalin Chen, Chiachen Lu
Offered each Fall

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. (F) 5 credits
Jing Hu, Yalin Chen, Chiachen Lu
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 audiovisual materials. Prerequisite: 111 or permission of the instructor. (F) 5 credits
Yalin Chen, Jing Hu
Offered each Fall
CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} 5 credits
Ling Zhao, Yalin Chen
Offered each Spring

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

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

CHI 350 Advanced Readings in Chinese: Modern Literary Texts
Development of advanced proficiency in four skills through the study and discussion of selected modern Chinese literary and cinematic texts. Students will explore literary expression in original works of fiction, including short stories, essays, novellas, and excerpts of novels as well as screenplays. Prerequisite: CHI 302 or permission of the instructor. With the instructor’s permission, advanced language courses may be repeated when the content changes. {F} 4 credits
Ling Zhao
Offered each Fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
This course mainly focuses on readings of cultural, political and social import. Through the in-depth study and discussion of modern and contemporary texts and essays drawn from a variety of sources, students will develop advanced reading, writing, and discussion skills in Chinese and increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. With the instructor’s permission, students will develop the ability to understand, summarize and discuss social issues in contemporary China. {F} 4 credits
Ling Zhao
Offered each Spring

Japanese Language

JPN 110 Japanese I (Intensive)
An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, *hiragana*, *katakana* and about 90 Kanji. Designed for students with no background in Japanese. {F} 5 credits
Maki Hubbard, Atsuko Takahashi, Shinobu Turner
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, Atsuko Takahashi, Thomas Rohlich
Offered each Spring

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

JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} 5 credits
Yuri Kumagai, Maki Hubbard
Offered each Spring

JPN 301 Japanese III
Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 221 or permission of the instructor. {F} 4 credits
Yuri Kumagai
Offered each Fall
JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} 4 credits
Atsuko Takahashi
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. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} 4 credits
Atsuko Takahashi
Offered each Spring

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. Students are encouraged, but not required, to take EAL 360, which will deal with related materials in English. Prerequisite: JPN 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} 4 credits
Yuri Kamagai
Offered Fall 2012

Korean Language

KOR 101 Korean I
An introduction to spoken and written Korean for students who do not have any previous knowledge of Korean. This course will develop students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals, expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, pronunciation practice, mini-presentations, Korean film reviews and Korean filmmaking. Prerequisite: KOR 101 or permission of the instructor. {F} 4 credits
Suk Massey
Offered each Fall

KOR 102 Korean I
A continuation of 101. This course is for students who have some previous knowledge of Korean. This course will continue to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean filmmaking. Prerequisite: KOR 101 or permission of the instructor. {F} 4 credits
Suk Massey
Offered each Spring

KOR 201 Korean II
An intermediate-level course in spoken and written Korean for students who already have a basic knowledge of Korean. This course will reinforce and increase students' facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through activities such as the following: expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, mini-presentations, various types of writing, Korean film reviews, skits and Korean film-making. Prerequisite: KOR 102 or permission of the instructor. {F} 4 credits
Suk Massey
Offered each Fall

KOR 202 Korean II
A continuation of KOR 201. This course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, conversing in authentic contexts (conversation cafe), studying grammar intensively, reading stories and news articles, and reviewing Korean films and Korean filmmaking. Prerequisite: KOR 201 or permission of the instructor. {F} 4 credits
Suk Massey
Offered each Spring

KOR 301 Korean III
This course will help students become proficient in reading, writing and speaking at an advanced level of Korean. This course is particularly appropriate for Korean heritage language learners, i.e., those who have some
listening and speaking proficiency but lack solid reading and writing skills in Korean. In addition, this course would fortify and greatly expand the skills of those who have studied Korean through the intermediate level or who have equivalent language competence in Korean. Class activities include 1) reading of Korean literature and current news sources; 2) writing assignments such as Korean-film responses, journal entries and letters; 3) expanding vocabulary knowledge; 4) practicing translation skills; 5) understanding Korean idioms; 6) learning basic Chinese characters. Prerequisite: KOR 202 or permission of the instructor. (F) 4 credits

Suk Massey
Offered Fall 2012 at UMass

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). Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses). In consultation with her adviser, a student whose proficiency places her beyond the third year must substitute advanced language or literature courses for this requirement.

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 strongly encouraged to take EAL 231 and 232, and they must take at least one of these two courses. Students focusing on Japan are strongly en-couraged 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.

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, Study Abroad programs or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students with native fluency of a language are encouraged to take another East Asian language.

Advanced Language Courses:
CHI 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

Courses taught in English:
FYS 116 Kyoto Through the Ages
FYS 123 From Edo to Tokyo: Images of Japan’s Modern Capital
FYS 145 Eighteen in Two Cultures
PRS 316 Revising the Past in Chinese Literature and Film
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 Chinese Travel Writing
EAL 236 Modernity: East and West
EAL 237 Chinese Poetry and the Other Arts
EAL 238 Literature from Taiwan
EAL 239 Contemporary Chinese Women’s Fiction
EAL 240 Japanese Language and Culture
EAL 241 Literature and Culture in Premodern Japan
EAL 242 Modern Japanese Literature
EAL 243 Japanese Poetry in Cultural Context
Honors

Director: Sujane Wu

430d Honors Project
(8 credits)
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

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

The Minor in East Asian Languages and Literatures

Advisers: Members of the department

The course requirements are designed so that a student will concentrate on one of the East Asian languages, but will have the option of being exposed to the other courses in the department.

Prerequisites: The first year of Chinese (CHI 110 and 111), Japanese (JPN 110 and 111) or Korean (KOR 101 and 102) is a prerequisite for admission.

Requirements: A total of six courses in the following distribution, no more than three of which shall be taken in other institutions. Students should consult the department prior to taking courses in other institutions. The S/U grading option is allowed only for one course counting toward the minor.

1. Chinese II (CHI 220 and 221), Japanese II (JPN 220 and 221) (10 credits) or Korean II (KOR 201 and 202) (8 credits)

2. Four courses, at least two of which must be EAL courses, chosen from the following:

   FYS 116 Kyoto Through the Ages
   FYS 123 From Edo to Tokyo: Images of Japan’s Modern Capital
   FYS 145 Eighteen in Two Cultures
   PRS 316 Revising the Past in Chinese Literature and Film
   EAL 231 The Culture of the Lyric in Traditional China
   EAL 233 Chinese Travel Writing
   EAL 232 Modern Chinese Literature
   EAL 236 Modernity: East and West
   EAL 237 Chinese Poetry and the Other Arts
   EAL 238 Literature from Taiwan
   EAL 239 Contemporary Chinese Women’s Fiction
   EAL 240 Japanese Language and Culture
   EAL 241 Literature and Culture in Premodern Japan
   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 248 The Tale of Genji and The Pillow Book
   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 Texts
   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
   CLT 260 Health and Illness: Literary Explorations
The Major

The major in East Asian studies reflects the emergence of East Asia politically, economically, and culturally onto the world scene especially during the last century and anticipates the continued importance of the region in the future. It also offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region.

The program in East Asian studies is an interdisciplinary major that combines language study with courses in anthropology, history, religion, art and government. Majors graduate from the program with a firm grasp on the culture and history of the region, as well as a command of at least one language. The program therefore prepares students for post-graduate endeavors ranging from graduate school to careers in both the public and private sectors dealing with East Asia.

Requirements for the Major

I. Basis Courses

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 or within the Five Colleges. Students with native or near-native fluency in an East Asian language must take a second East Asian language. Native and near-native fluency is defined as competence in the language above the fourth-year level.

II. Survey Courses

1. One survey course on the premodern civilization of an East Asian country: HST 211, HST 212, or HST 220 or EAS 215

2. EAS 100 Introduction to Modern East Asia (normally by the second year).

III. Electives

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

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

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

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

e) 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.

g) Courses in the major may not be taken pass/fail.

h) Students with double majors may count a maximum of three courses toward both majors.

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

a) The student obtains the approval of her adviser.

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

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

4. Study Abroad programs are encouraged at College approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China, and Ewha Woman’s University for Korea, among others (please consult EAS website for most current list of EAS recommended programs). Courses taken at Study Abroad programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions:

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

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

Advisers: Marnie Anderson, Daniel K. Gardner, Suzanne Z. Gottschang, Jina Kim, Marylin Rhie, Dennis Yasutomo

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

Marnie Anderson and Ernest Benz
Offered Fall 2012, Fall 2013

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

Korean Diaspora: Korea Inside and Outside
Modern Korea has had more than a century-long history of immigration and emigration. We will study Korean emigration and their communities around the world as well as the new immigrant population now being formed inside Korea. Some of the questions we will dealing with: How has Korean diaspora changed the landscape of Korean and world culture, what are some new social problems of immigrants inside and outside Korea; how can we begin to reconceptualize multicultural and multiracial identities? We will explore this topic through our study of theories of migration and demographics, history of immigration and law, theories of cultural adaptation and oral histories. Enrollment limited to 18. {S} 4 credits

Jina Kim
Offered Fall 2012
The Difficult Female
This course explores the various discourses of the “modern” through the study of two iconic female figures who were often labeled as “difficult women”: the New Woman and the Modern Girl. We will explore who these figures were—and what was so modern and difficult about them—by examining the discourses accompanying them in China, Japan, Korea and Taiwan. By using these figures to enrich our understanding of gendered politics, consumer culture, colonial modernity and international relations, students will become familiar with interdisciplinary studies. We will also use historical, literary, and visual texts to consider the possibilities and problems of comparative colonial history. Enrollment limited to 18. (E) {H} 4 credits
Jina Kim
Offered Spring 2013

EAS 210 Colloquium: Culture and Diplomacy in Asia
The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of Southeast Asian Nations. Case studies will be based on current, on-going regional and global issues. Enrollment limited to 18. (E) {S} 4 credits
Dennis Yasutomo
Offered Spring 2013, Spring 2014

EAS 214 Korean Film and Culture
Topic: Extreme Emotions. We will study Korean films to think about expressions—and contemporary uses of emotion. We will consider how these cinematic texts serve as a site for theorizing and historicizing emotion in modern Korea. In particular, we will explore the most extreme, but also the most basic-human emotions such as fear, pain, love and sadness. In addition, we will ask how Korean films produce versions of emotional life that address various aspects of Korean history, class, gender, sexuality and culture. Films will be supplemented with theory, history, and popular culture texts and draw on writings by both Eastern and Western thinkers such as Confucius, Yi Sang, Foucault and Sartre. {A/H} 4 credits
Jina Kim
Not offered 2012–13

EAS 216 Urban Modernity in Colonized Korea
With a population of 12 million, congested streets and soaring skyscrapers, Seoul has become an important socioeconomic, political and cultural center. This course explores the colonial history of the city beginning with Japanese colonization of Korea during the first half of the 20th century. It moves on to a consideration of the postwar U.S. military occupation of South Korea during the latter half of the 20th century and traces changes in the city’s culture, people, politics, commerce and industry. Attention will be given to the entrance of new technology, rise of new architectural spaces, emergence of new subjectivities and migration of people. (E) {H} 4 credits
Jina Kim
Not offered 2012–13

EAS 215 Premodern Korean History: Public Lives, Private Stories
This course is a survey of cultural, social, and political history of Korea from early times to the 19th century. We will explore major cultural trends, intellectual developments, and political shifts during Korea’s long dynastic history. Some of the topics include literati culture; nativism and folk culture; gender in traditional Korean society; foreign relations; and Confucianism and kingship. All of these topics will be explored through the lens of changing perceptions of public and private lives of those who had become part of both public and private histories and stories of Korea. {H} 4 credits
Jina Kim
Not offered 2012–13

EAS 217 Korean Popular Culture: Translating Tradition into Pop Culture
This course investigates and evaluates contemporary South Korean popular culture and the 21st century cultural phenomenon called hallyu (Korean Wave). It will consider the popularity of the Wave and the backlash against it both in East Asia and globally. It will raise the issue of how film, television, music, manhwa (comic books), sports and the Internet-participate in the transnational production and circulation of culture, identity, modernity, tradition, ideology and politics. The course aims to equip students with analytical tools to critically think about and understand popular culture. (E) {H} 4 credits
Jina Kim
Offered Fall 2012
EAS 218/HST 218 Thought and Art in China
(Pending CAP approval)
Topic: Confucian and Taoist Thought and Art. A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only. {H/A} 4 credits
Daniel Gardner and Marylin Rhie
Offered Fall 2013

EAS 219 Modern Korean History
This course is a general survey of Korean political, social, economic, and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis, and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. {H} 4 credits
Jina Kim
Offered Spring 2013

EAS 220 (C) Colloquium: Environment and Society in Contemporary China
China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course will consider these environmental issues, examining how they have come about, the Chinese response to them, their global impact, and the measures being proposed — and taken — to address them. Issues of the environment will be placed in the context of the social, economic, and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion. Finally, the course will consider China’s traditional attitudes toward nature and the environment and ask what role those attitudes play today. Limited to 18. (E) {S/H/N} 4 credits
Daniel K. Gardner
Offered Spring 2013

EAS 228/GOV 228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits
Dennis Yasutomo
Offered Fall 2012, Fall 2013

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
Not offered 2012–2013

Japanese Buddhist Art
Study of the Japanese Buddhist art traditions in architecture, sculpture, painting, gardens and the tea ceremony from the sixth to the 19th centuries. {A/H} 4 credits
Marylin Rhie
Not offered 2012–13

EAS 275 Colloquium: Visual Culture and the Chinese Cultural Revolution
This course examines the period 1966–1976 in China, the decade known as the Cultural Revolution, during which time culture became both target and agent in Mao Zedong’s vision for transforming China. Previous culture wars in China during the pre- and post-1949 period will be introduced by way of background, and we will also look at the ways in which the Cultural Revolution has affected Chinese art and culture since Mao’s death. Among the topics to be considered are the roles of art, artists, and culture in general, painting, calligraphy, propaganda art, the cult of Mao, performing arts and film. Enrollment limited to 18. (E) {H/A} 4 credits
Melissa Walt
Offered Spring 2013

EAS 276 Colloquium: Modern and Contemporary Chinese Art
This course will explore the visual arts in modern and contemporary China, beginning in the late Qing dynasty, proceeding through the tumultuous years of the early twentieth century, the avant-garde movement of the late twentieth century, and the explosion of contemporary Chinese art and artists on the world stage. We will examine the changing face of the traditional arts and the introduction of new forms of artistic expression. Through a variety of media, we will trace the
complex interactions between art and the history, politics and culture of contemporary China. Enrollment limited to 18. (E) {H/A} 4 credits

Melissa Walt

Offered Spring 2013

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 2012

EAS 375 Seminar: Dimensions in Japan–United States Relations

The seminar will analyze the bilateral relationship through interdisciplinary approaches that incorporate political-diplomatic, socio-cultural, historical, and economic perspectives. Permission of the instructor required. {S} 4 credits

Dennis Yasutomo

Not offered 2012–2013

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 Project

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 221 The Art of East Asia
ARH 222 The Art of China
ARH 224 The Art of Japan
ARH 275 Studies in Asian Art

Topic: Chinese Painting
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
EAL239/CLT239 Contemporary Chinese Women’s Fiction

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
EAL 248 The Tale of the Genji and The Pillow Book
EAL 261 Major Themes in Literature: East–West Perspectives (topics course)

EAL 360 Seminar: Topics in East Asian Languages and Literatures (topics course)
EAS 214 Korean Film and Culture
EAS 218 Thought and Art in China
EAS 270 Colloquium in East Asian Studies

Topic: Art of Korea
EAS 279 Colloquium: The Art and Culture of Tibet
FYS 123 From Edo to Tokyo: Images of Japan’s Modern Capital
REL 263 Zen
REL 360 Seminar: Problems in Buddhist Thought: Enlightenment

Approved Courses in the Social Sciences

ANT 200 Topics in Anthropology: Humans and Nature in China
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 100 Introduction to Modern East Asia
EAS 200 Colloquium: Topics in East Asian Studies
EAS 210 Colloquium: Culture and Diplomacy in Asia
EAS 215 Premodern Korean History: Public Stories and Private Lives

EAS 216 Urban Modernity in Colonized Korea
EAS 217 Korean Popular Culture: Translating Tradition into Pop Culture
EAS 219 Modern Korean History
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.
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 220 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 255 and 240 as well as MTH 111, 112, 211, 212, 225 and 243.

A. General Courses

125 Economic Game Theory
An examination of how rational people cooperate and compete. Game theory explores situations in which everyone’s actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. [$4$] 4 credits

James Miller
Offered Spring 2013

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. [$4$] 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

220 Introduction to Statistics and Econometrics
(Formerly 190). 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: ECO 150 or 153. Students will not be given credit for both ECO 220 and any of the following courses: MTH 190/PSY 190, GOV 190, MTH 241, MTH 245 or SOC 201. \( \{S/M\} \) 5 credits

Owen Thompson, Fall 2012
Robert Buchele, Spring 2013
Offered Fall 2012, Spring 2013

B. Economic Theory

224 Environmental Economics
The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods, and common property resources. Prerequisite: ECO 150. \( \{S\} \) 4 credits

Susan Stratton Sayre
Offered Spring 2013

237 History of Economic Thought
(Pending CAP approval)
A study of the major economists and economic theories from the time of Adam Smith to the present; the historical context and intellectual climate of their times; the uses made of their work in understanding society and shaping public policy. Economists include Smith, Marx, Keynes, Friedman and contemporaries such as Akerlof and Stiglitz. Prerequisites: ECO 150 and 153. \( \{H/S\} \) 4 credits.

Thomas Bernardin
Offered Spring 2013

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. Prerequisites: ECO 150, 153, MTH 111 and either ECO 220, MTH 245 or MTH 247. \( \{S/M\} \) 4 credits

Robert Buchele
Offered Fall 2012

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: ECO 150, MTH 111 or its equivalent. \( \{S\} \) 4 credits

Charles Staelin, 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: ECO 153, MTH 111 or its equivalent. \( \{S\} \) 4 credits

Elizabeth Savoca, Roisin O’Sullivan
Offered both semesters each year

254 Behavioral Economics
An examination of the combination of economists’ models and psychologists’ understanding of human behavior. This combination fosters new understanding of consumers’ and firms’ decision-making. Topics include decisions motivated by issues of fairness or revenge (rather than self-interest); decisions based on
the discounting of future happiness; decisions based on individuals’ incorrect beliefs about themselves (such as underestimating the power of bad habits or cravings). This new understanding has implications for economic, political, legal and ethical issues. Prerequisites: ECO 220 and 250. (E) 4 credits

Deborah Haas-Wilson
Offered Fall 2012

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
Not offered 2012–13

272 Law and Economics
An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: ECO 250. (S) 4 credits

James Miller
Not offered 2012–13

C. The American Economy

204 American Economic History: 1860–2010
Major topics include the economic results of Civil War; the emergence of the United States as the leading industrial power; the rise of giant industry; beginnings of economic and social regulation; internationalization of the economy; the Great Depression and New Deal; the economics of World War II and post war boom; stagflation; Reaganes, the information revolution and the Great Recession. Prerequisites: 150 and 153. (H/S) 4 credits

Mark Aldrich
Offered Fall 2012

221 Labor Economics & Human Capital
An examination of the general characteristics of the labor market: why individuals engage in work and how labor market choices are made by workers and by firms, theories of human capital, and in particular how education, skills and training enhance earning potentials, discrimination in the labor market, and the role of labor unions. Prerequisites: ECO 150 and 153. (S) 4 credits

To be announced
Not offered in 2012–13

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
206  Economics

Selected urban problems and policies to address them, include housing, transportation, concentrations of poverty, financing local government. Prerequisite: ECO 150. \[S\] 4 credits

Randall Bartlett

Not offered 2012–13

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, government, public subsidies and other issues. Prerequisite: ECO 150; ECO 220 is recommended. \[S\] 4 credits

Andrew Zimbalist

Offered Spring 2013

233 Free Market Economics

An examination of the philosophy and ethics of economic theory and policy. Questions to be considered include the nature and meaning of economic justice, the free market, the role of the state in determining economic outcomes, and the distinction between positive and normative economics. Prerequisite: ECO 250 or 253 or permission of the instructor. \[S\] 4 credits

Thomas Bernardin

Not offered 2012–13

264 Economic Issues in the Presidential Election

An analysis of the microeconomic and macroeconomic issues in the 2012 Presidential Election. Expected issues include health care, Social Security and other entitlement programs, taxes, energy policy, immigration, and the role of government in the economy. Prerequisites: ECO 250, ECO 253 and ECO 220 or its equivalent. (E) \[S\] 4 credits

Roger Kaufman

Offered Fall 2012

265 Economics of Corporate Finance

An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager, and the methods of analysis employed by them is emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: ECO 220, 250, MTH 111. \[S\] 4 credits

Mabnaz Mabdavi

Offered Fall 2012

275 Money and Banking

An investigation of the role of financial instruments and institutions in the economy. Major topics include the determination of interest rates, the characteristics of bonds and stocks, the structure and regulation of the banking industry, the functions of a modern central bank and the formulation and implementation of monetary policy. Prerequisite: ECO 250 or permission of the instructor. \[S\] 4 credits

To be announced

Offered Spring 2013

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: ECO 250. \[S\] 4 credits

Deborah Haas-Wilson

Not offered 2012–13

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 and operation 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; efforts to impede gender equity, among others. Prerequisites: ECO 250 and 220. \[S\] 4 credits

Andrew Zimbalist

Offered Fall 2012

341 Economics of Health Care

An examination of current economic and public policy issues in health care. Topics include markets for health insurance, physician services, and hospital services; public policies to enhance health care quality and access; the economics of the pharmaceutical industry;
and alternatives for reforming the U.S. health care system. Prerequisites: ECO 250 and 220 or permission of the instructor. (S) 4 credits
Deborah Haas-Wilson
Not offered in 2012–13

351 Seminar: The Economics of Education
Topic: Economics of Higher Education. An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of The U.S. News rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. Throughout the course an emphasis will be placed on empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and 220. (S) 4 credits
Roger Kaufman
Offered Spring 2013

364 Seminar: The Economics of Future Technology
Brain implants, embryo selection, self-driving cars, nanotechnology, robot nurses, virtual teachers, cognitive enhancing drugs and artificial general intelligences are among the technologies that might have a large impact on our economy over the next few decades. This seminar uses the tools of microeconomics to explore the potential effects of these and other possible technologies and to explain how economic incentives shape the types of technologies businesses develop. Prerequisite: ECO 250. (E) 4 credits
James Miller
Offered Fall 2012

PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies
Urban growth is inextricably linked to economic development, environmental impact, social change and political conflict. By 2050 world urban population will double from 3 billion to 6 billion. Rates of urbanization, problems associated with urban growth, and policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America it is projected to increase by half. In Sub-Saharan Africa and India it is projected to triple. We will develop multidisciplinary case studies of 21st Century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) (S) 4 credits
Randall Bartlett
Not offered 2012–13

D. International and Comparative Economics

211 Economic Development
An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: ECO 150 and 153. (S) 4 credits
Nola Reinhardt
Offered Fall 2012

213 The World Food System
Examination of changing international patterns of food production and distribution to shed light on the paradox of world hunger in the face of global food abundance. Explores the development of modern agricultural practices and their advantages and disadvantages compared to traditional farming methods. Considers the transformation of third-world agriculture in the context of increasing concentration in agricultural production and marketing, the debate over food aid, technology transfer to developing countries, GATT/WTO agricultural agreements, and structural adjustment/globalization policies. Prerequisite: ECO 150. (S) 4 credits
Nola Reinhardt
Offered Spring 2013

214 Economies of the Middle East and North Africa
This course provides an economic survey of the region of the Middle East and North Africa, applying develop-
ment 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 roles of government in the economy, employment and the export of labor, human development and gender, the Euro-Mediterranean and Gulf Cooperation Council initiatives, and the impact of Islamism. Prerequisite: either ECO 150 or 153. 4 credits
Karen Pfeifer
To be arranged

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. 4 credits
Roisin O’Sullivan
Not offered 2012–13

295 International Trade and Commercial Policy
An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration, and trade and economic development. Prerequisite: ECO 250. 4 credits
Charles Staelin
Not offered 2012–13

296 International Finance
An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: ECO 253. 4 credits
Mahnaz Mahdavi
Offered Fall 2012

310 Seminar: Comparative Labor Economics
Topic: Labor Economics and Compensation Systems. Why do lawyers and doctors make so much more than college professors? Are corporate executives paid too much or too little? How much of the male-female wage gap is due to discrimination? Is education an investment in human capital, a signal, or a means of reproducing the class structure? How has trade with developing countries affected wages in the United States? In this seminar we shall apply and extend economic theory to analyze these and other questions in labor economics. Prerequisites: ECO 250, 220 and MTH 111 (calculus). 4 credits
Roger Kaufman
Not offered in 2012–13

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 assess the economic performance of the region under this “neoliberal” model, and ask why it is being increasingly rejected throughout the region. We consider the current status and future prospects of the region’s economies. Prerequisites: ECO 250 or 253, and one course in international economics or development. 4 credits
Nola Reinhardt
Not offered 2012–13

375 Seminar: The Theory and Practice of Central Banking
What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course will explore the theoretical foundations that link central bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks
will then be examined. Much of the analysis will focus on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 253. [S] 4 credits
Roisin O’Sullivan
Not offered 2012–13

395 Seminar: Topics in International Trade
The globalization of the world economy has contributed to both boom and crisis. This seminar will explore selected topics relating to the increased openness of national borders to the flow of goods and services, labor, and real capital. Possible topics include the implications the new theories of international trade for the analysis of commercial policy, the national politics of commercial policy in a global economy, regional integration, the emergence of China as a global trading power, the use of trade policy as a strategy for growth and development, direct foreign investment, the relationships between trade, international trade organizations and national sovereignty, the international implications of financial crisis and recession, and the constraints on the United States as a debtor nation. Prerequisite: ECO 250 and one 200-level course in international economics. [S] 4 credits
Charles Staelin
Not offered 2012–13

396 Seminar: International Financial Markets
This seminar focuses on four aspects of international financial markets: (1) International Portfolio Diversification with an emphasis on the role of the emerging economies; (2) Global Financial Crises and their impact on the economy; (3) Global Economic Imbalances provides an analysis of comparison of saver economies such as China, Germany and Japan with that of the borrowing economies such as the U.S.; (4) The Foreign Exchange Market focuses on currency crises and international disputes about China’s exchange rate policy. In studying each topic, both theoretical frameworks and empirical analyses are considered. Prerequisites: ECO 265 and 296; ECO 240 is strongly recommended. [S] 4 credits
Mahnaz Mahdavi
Offered Spring 2013

E. Special Studies
Admission to special studies is by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department’s Web page: www.smith.edu/economics.

400 Special Studies
Graded S/U only. 1 credit
Offered both semesters each year

404 Special Studies
4 credits
Offered both semesters each year

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

The Major
Advisers: Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Mahnaz Mahdavi, James Miller, Roisin O’Sullivan, Nola Reinhardt, Elizabeth Savoca, Susan Stratton Sayre, Charles Staelin, Andrew Zimbalist
Adviser for Study Abroad: Mahnaz Mahdavi
Basis 150 and 153.

Requirements: The five courses in the core: ECO 150 and 153 or their equivalent, ECO 220, ECO 250 and ECO 253; plus five other courses in economics. One of these latter five must be a 300 level course (or honors thesis) taken at Smith (or with prior permission at one of the other Five Colleges) that includes an economics research paper and an oral presentation. ECO 220 may be replaced in the core with either MTH 245 or MTH 247. In the case of MTH 245, the student will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 190, SOC 201, PSY/MTH 190, EGR/MTH 241 or MTH 245 may not receive college or major credit for ECO 220. MTH 111 or its equivalent is a prerequisite for ECO 250 and ECO 253.
A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, or who has the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of ECO 150 and/or ECO 153, with course credit toward the major in economics. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.

With prior permission of the instructor, economics credit will be given for public policy, environmental science and policy courses, and for presidential seminars, when taught by a member of the economics department. Economics credit will not be given for ACC 223.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements. Only four semester course credits (and no more than two in any one semester) taken by a Smith student outside the Five Colleges may be counted toward the courses required for the major. This includes courses taken during study abroad or study away, and courses taken in summer school or during a leave of absence from the college. Any course taken for economics credit outside the Five Colleges should normally have prior approval by the major adviser or the department's Adviser for Study Abroad. Economics courses and appropriate statistics courses taken by transfer students before their matriculation to Smith and approved by the department and the college will be counted toward the major as if they had been taken at Smith.

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

The Minor

Advisers: Same as for the major

Requirements: Six courses in economics, consisting of 150, 153, 220, and three other courses in economics; or 150, 153, a statistics course taken outside of the department, and four other courses in economics. Crediting procedures are the same as for the major.

Honors

Director: Roisin O'Sullivan

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered Fall 2012

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Education and Child Study

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors
Alan N. Rudnitsky, Ph.D.
Rosetta Marantz Cohen, Ed.D.
§1 (fall), **1 Susan M. Etheredge, Ed.D.
Sam Intrator, Ph.D., Chair

Associate Professor
§1 Lucy Mule, Ph.D.

Instructor
Shannon Audley-Piotrowski, M.Ed.

Lecturers
Cathy Hofer Reid, Ph.D.
Cathy Weisman Topal, M.A.T.
Janice Gatty, Ed.D.
Catherine Swift, Ed.M.
Carol B. Berner, M.S.Ed.
Dan Salvucci, M.E.D., Ed.M.
Carole Learned-Miller, M.Ed.

Coordinator of Teacher Education
Carole Learned-Miller, M.Ed.

Advisory Committee
Gwen Agna, M.Ed.
Nancy Athas, C.A.G.S.
Johanna M. McKenna, M.A.
Margaret Riddle, Ed.M.
Joseph Smith, M.S.
Lesley D. Wilson, M.A.

340 Historical and Philosophical Perspectives and the Educatve Process
A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior majors. {S} 4 credits
Alan Rudnitsky
Offered Spring 2013

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
Lara Ramsey
Offered Spring 2013

MUX 118 The History and Critical Issues of Museums

SOC 317 Seminar: Inequality in Higher Education

342 Growing Up American: Adolescents and Their Educational Institutions
The institutional educational contexts through which our adolescents move can powerfully influence the growth and development of our youth. Using a cross-disciplinary approach, this course will examine those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. Three issues will be investigated. First, what theoretical and socio-cultural perspectives shape these educational institutions? Second, how do these institutions serve or fail the diverse needs of American youth? Lastly, how and under what conditions do these educational institutions matter to youth? This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35. {S} 4 credits
Sam Intrator
Offered Fall 2012

552 Perspectives on American Education
Required of all candidates for the M.A. and the M.A.T. degrees. 4 credits
Rosetta Cohen
Offered Spring 2013
Sociological and Cultural Foundations

IDP 140 Educating Women
This six-week lecture series will explore a range of issues that have an impact on girls and women’s education. Faculty members will discuss topics that span Smith’s own history, the broader historical development of educational opportunities for American women, girls’ education in the contemporary United States, and problems and possibilities related to a women’s education in the developing world. This course will serve as the gateway to the women’s education concentration (pending CAP approval). This course will meet during the first half of the semester. Graded S/U only (E) 1 credit
Susan C. Bourque
Offered Fall 2012

IDP 200 The History and Politics of Women’s Education
In the United States and abroad, in the past and today, the nature and scope of women’s education is deeply connected to religious, economic and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw on issues of national identity and culture. In this course, students will explore the politics, history and sociology of this subject, beginning in the United States and ending with a global perspective. Students will consider the challenges of educating women in countries where female literacy is still deeply contested and examine the political processes likely to address this situation. Students will also have an opportunity to pursue research projects the College Archives and Sophia Smith collection. (E) 4 credits
Susan Bourque
Offered Spring 2013

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. 4 credits
Carol Berner
Offered Spring 2013

341 The Child in Modern Society
This course examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. Sociocultural influences on philosophies of education and their implementation across cultures will be explored through models of education such as the Italian Reggio Emilia and Pistoian approaches, Head Start, public and private childcare initiatives in the United States. Students are expected to spend one additional hour per week in study group discussions and observing in schools. Prerequisite: 235 or permission of the instructor. (S) 4 credits
Shannon Audley-Piotrowski
Offered Fall 2012

Learners and the Learning Process

235 Child and Adolescent Growth and Development
A study of theories of growth and development of children from prenatal development through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. Enrollment limited to 55. (S) 4 credits
Shannon Audley-Piotrowski
Offered Fall 2012, Spring 2013

238 Introduction to the Learning Sciences
This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year and second-year students. Enrollment limited to 55. (S/W) 4 credits
Alan Rudnitsky
Offered Fall 2012

240 How Do We Know What Students Are Learning?
This course serves as an introduction to the theories, strategies, and techniques that form the bases for assessing learning in classrooms. The focus will be on the assumptions, strengths and weaknesses associated with various approaches. Students will encounter a variety of instruments and methods used for collecting educational data including classroom tests, norm-referenced
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
Janice Gatty
Offered Fall 2012

554 Knowing, Thinking and the Design of Learning Environments
A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits
Alan Rudnitsky
Offered Fall 2012

Curriculum and Instruction

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
Shannon Audley-Piotrowski
Offered Spring 2013

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
Dan Salvucci
Offered Spring 2013

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 a classroom. Admission by permission of the instructor. [S/A] 4 credits
Cathy Topal
Offered Spring 2013

336 Seminar in American Education
Topic: Urban Educational Reform, Policy and Practice. The seminar explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the urban environment and how the interplay of these forces shape the nature of educational reform in the urban context. We will investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers, and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. We begin by exploring the sources of the achievement gap and its relationship to conditions present in the urban context, move to analyzing the policy process, and then to evaluating on-the-ground reform efforts to improve teaching and student learning. There is a service learning commitment with this course. 4 credits
Sam Intrator
Offered Fall 2012

338 Children Learning to Read
This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional
decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study group discussions and field-based experiences. Prerequisite: EDC 238. Open to juniors and seniors only with permission.  4 credits

Carole Berner
Offered Fall 2012

**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.  12 credits

Cathy Swift, Fall 2012
Carole Learner-Miller, Spring 2013
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. Admission by permission of the department. Preregistration meeting scheduled in April.  8 credits

Sam Intrator
Offered Spring 2013

**347 Individual Differences Among Learners**
Examination of individual differences and their consideration in the teaching-learning process. Research and prepracticum required. Prerequisites: 238 and 235 or 342 and permission of the instructor.  4 credits

Janice Gatty
Offered Fall 2012

**352 Methods of Instruction**
Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching, and assessment appropriate to the grade level and subject matter area. Content frameworks and standards serve as the organizing themes for the course. This course is designed as a companion seminar for students doing a full-time practicum at the middle or high school level. Admission by permission of the department. Preregistration meeting scheduled in April.  4 credits

Sam Intrator
Offered Spring 2013

**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 Spring 2013

**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 2012

**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. Enrollment limited to 15.  4 credits

Samuel Scheer
Offered Fall 2012
Smith College and Clarke School for the Deaf
Graduate Teacher Education Program

Program information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/educ/graduate/clarkeschool.php.

Foundations of Education of the Deaf

568 Psychology of Exceptional Children
Growth and development of school-age children, significance of early experiences. Personality development and its relation to challenges of formal instruction and learning for hearing children and children with hearing loss. 2 credits
Cynthia Forsythe
Offered Summer 2013

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 development. Use of hearing in the development of speech-production skills. 4 credits
Amy Catanzaro
Offered Summer 2012 and Summer 2013

566 Audiometry, Hearing Aids and Auditory Learning
Methods and equipment for testing and developing sound perception skills, audiograms and auditory learning. 2 credits
Amy Catanzaro
Offered Fall 2012

567 English Language Acquisition and Deafness
A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits
Peter A. de Villiers
Offered Fall 2012

573 Audimetry, Acoustics and the Role of the Teacher
Auditory feedback: from speech perception to speech production. Cochlear Implants: history, biological implications, candidacy, ethical issues, surgical preparation; hardware, programming, troubleshooting; habilitation and classroom application. Communication access, assistive devices and classroom acoustics. Prerequisites: EDC 565 and 566. Limited to candidates for the M.E.D. degree. (E) 2 credits
Amy Catanzaro
Offered Spring 2013

Language and Communication

561 Developing Auditory/Oral Communications in Deaf Children
A detailed analysis of speech production covering early intervention (birth–3) teaching strategies, teaching strategies to develop listening and spoken language, and specific strategies to improve individual speech sounds of deaf and hard of hearing children. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits
Allison Holmberg
Offered Summer and Fall 2012

562D Developing Language Skills in Deaf Children
Principles and techniques used in development of language with deaf children. Consideration is given to traditional and modern approaches to language development as it applies to reading and writing as well as spoken language. Strategies for developing reading and written language skills, the use of expository text to develop language skills, as well as formal and informal assessment, and using information from evaluations to develop an Individual Education Program will be discussed. This is a full-year course. 4 credits
Joyce Toth and Linda Findlay
Offered Fall 2012 and Spring 2013
Curriculum and Instruction

563 Elementary School Curriculum, Methods and Media for the Deaf
Principles and methods of teaching. Uses of curriculum guides and standards, reference materials and technology in the classroom. Individualized Education Plans and education law as applied to children with hearing loss. 4 credits
Dan Salvucci
Offered Spring 2013

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
Dan Salvucci
Offered Summer 2012

Student Teaching

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

571 Introduction to Signing and Deaf Culture
Development of basic receptive and expressive skills in American Sign Language and fingerspelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits
To be announced
Offered Summer 2013

572 The Deaf Child: 0–5 Years
The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits
Janice Gatty
Offered Summer 2012

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. Courses taken S/U will not count toward the major or minor in Education and Child Study.

Students may major without preparing to teach by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the department

Adviser for Study Abroad: Rosetta Cohen

Teacher/Lecturers—Elementary Program
Tiphareth Ananda, Ed.M.
Penny Block, Ed.M.
Gina Bordoni-Cowley, M.Ed.
Christina Colon-Marrero, M.S.
Elizabeth Cooney, A.B.
Janice Henderson, Ed.M.
Paul Matylas, Ed.M.
Roberta E. Murphy, M.Ed.
Marlene Musante, Ed.M.
Kate Perkins, Ed.M.
Lara Ramsey, Ed.D.
Carol Schroeder, M.A.
Janice Marie Szmaszek, Ed.M.
Thomas M. Weiner, M.Ed.

The Minor

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:** Janice Gatty

- 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:** Susan Etheredge

- EDC 231 Foundations and Issues of Early Childhood Education
- EDC 341 The Child in Modern Society (e)
- EDC 345d Elementary Curriculum and Methods (e)
- EDC 347 Individual Differences Among Learners (e)

**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:** Rosetta Cohen

**431 Honors Project**

8 credits

Offered first semester each year

**432d Honors Project**

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Graduate

Advisers: Members of the department

Requirements for the graduate degrees can be found in the Graduate and Special Programs section and at the link: www.smith.edu/educ/graduate.php.

510 Human Development and Education

540 Critical Thinking and Research in Education

552 Perspectives on American Education

554 Knowing, Thinking and the Design of Learning Environments

548 Student Diversity and Classroom Teaching

559 Clinical Internship in Teaching
4 credits
Offered both semesters each year for students pursuing educator licensure at the elementary level. Offered spring semester 2012 for students pursuing educator licensure at the middle and secondary school levels.

580 Advanced Studies
Open to seniors by permission of the department.
4 credits

Requirements for Programs Leading to Educator Licensure

Smith College offers programs of study in which students may obtain a license enabling them to become public school teachers. Programs of study include the following fields and levels:

Elementary 1–6 Baccalaureate and Post-Baccalaureate
Middle School Baccalaureate and Post-Baccalaureate
- Humanities, 5–8
- Integrated Science/Mathematics, 5–8

Subject Matter Educator Baccalaureate and Post-Baccalaureate
- Biology 5–8, 8–12
- Chemistry 8–12
- Earth Science 5–8, 8–12
- English 5–8, 8–12
- History 5–8, 8–12
- Foreign Language PreK–6, 5–12 French
- Foreign Language PreK–6, 5–12 Spanish
- Mathematics 5–8, 8–12
- Physics 5–8, 8–12
- Political Science 5–8, 8–12
- Visual Art PreK–8

Subject Matter Educator Baccalaureate Technology/Engineering 5–12
Post-Baccalaureate Teacher of the Deaf and Hard-of-Hearing All Levels

All students seeking Educator Licensure must have a major in the liberal arts and sciences. Students must also meet specific requirements including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork and a practicum experience. Students who are anticipating licensure at the elementary level should take two math courses. All students seeking Educator Licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL). Smith College’s pass rate for 2010–11 was 88 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.
To adequately address the challenges facing society in the 21st century, there is a critical need for broadly educated engineers who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets. Engineers must have the understanding needed to address the cultural, political and economic realities of our times along with the technical depth to appropriately frame complex problems using ethical reasoning. The preparation for such a path is argued to be best achieved in a liberal arts setting.

At Smith, the Engineering degrees offered are based on rigorous plans of study integrated with the liberal arts and sciences. There are two possible paths for the study of engineering at Smith College. The first is the ABET accredited B.S. in Engineering Science and the second is the B.A. in Engineering Arts. More detailed information about both degree options can be found after the course descriptions in this section of the Catalogue.

The Picker Engineering Program’s educational objective is to produce graduates who will incorporate their knowledge and understanding of the natural sciences, humanities and social sciences in the application of their engineering education; apply their engineering education in service to humanity; enter an engineering profession or graduate school; consider the impact of their professional actions on society; demonstrate leadership in their personal and professional endeavors; engage in continuous learning.

Prior to graduation, all students majoring in Engineering Science are strongly encouraged to take the Fundamentals of Engineering Exam (the “FE”) that is administered by the National Council of Examiners in Engineering and Surveying.

100 Engineering for Everyone
EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take EGR 100 for the major, however. Those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. Students will develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development and proof of concept testing. Working in teams, students will present their ideas through oral and written reports. Reading assignments and in-class discussions will challenge students to critically analyze contemporary issues related to the interaction of technology and society. 

To be announced
Offered Every Fall and Spring
**110 Fundamental Engineering Principles**  
(Formerly EGR 260). The design and analysis of engineered or natural systems and processes relies on a command of fundamental scientific and engineering principles. This course provides an introduction to these fundamental underpinnings through a study of the conservation of mass, energy and charge in both steady and transient conditions with non-reactive systems. Specific topics covered will include a review of process variables and their relationships, open and closed systems, differential and integral balances and basic thermodynamics. Prerequisites: MTH 112 or 114 (may be concurrent). {N} 4 credits  
*Denise McKahn*  
Offered every Spring

**191D Engineering Forum**  
This course is a forum for discussion on a broad range of topics related to engineering with the goal of introducing students to the engineering profession and its associated fields of influence. The forum is intended to engage the student with engineering practitioners. An additional goal of the forum is to provide an atmosphere for engineering students at all levels to interact and learn from one another. 1 credit  
*To be determined*  
Not offered 2012–13

**205 Science, Technology and Ethics**  
This course draws on readings from philosophy, science and technology studies, feminist and postcolonial science studies, and engineering to examine topics including technology and control, science and social inequality, and the drive toward production and consumption on increasingly large, cheap, fast, automated and global scales. What new models of science and engineering can change who decides how science and engineering are done, who can participate in the scientific enterprise, and what problems are legitimately addressed? Some course experience in one or more of the following is required: philosophy and ethics, the study of women and gender, or science and engineering. Enrollment limited to 15. {N/S} 4 credits  
*Donna Riley*  
Offered Fall 2012

**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: PHY117, PHY210 or equivalent (PHY210 can be co-requisite) or permission of the instructor. Enrollment limited to 32 for lecture and 16 for each lab. Required laboratory taken once a week. {N} 4 credits  
*Susan Voss*, Fall 2012  
*Judith Cardell*, Spring 2013  
Offered every Spring starting in 2013–14

**270 Engineering Mechanics**  
This is the first course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include conservation laws, static and dynamic behavior of rigid bodies, analysis of machines and frames, internal forces, centroids, moment of inertia, vibrations and an introduction to stress and strain. Prerequisite: PHY 117, MTH 112 (or the equivalent) or permission of the instructor. Required laboratory taken once a week. {N} 4 credits  
*Glenn Ellis*  
Offered every Fall

**290 Engineering Thermodynamics**  
Modern civilization relies profoundly on efficient production, management and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat and the properties of matter. Engineers rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration and microchip processing. Course topics include: first and second laws of thermodynamics, power cycles, combustion and refrigeration, phase equilibria, ideal and non-ideal mixtures, conductive, convective and radiative heat transfer. Prerequisites (or co-requisites): EGR 110 (formerly 260) and PHY 210 (or the equivalents) or permission of the instructor. {N} 4 credits  
*Donna Riley*  
Offered every Fall
312 Atmospheric Processes
The atmosphere is among the most critically important parts of our environment. Atmospheric processes control our weather and climate, provide the nutrients for nearly all life on earth, and determine the quality of the air we breathe. This course explores key topics including atmospheric circulation, global warming, stratospheric ozone depletion and urban air pollution. How does ground-level ozone form and why is it harmful to people and agriculture? What are high pressure systems and why are they associated with fair weather? How do clouds form and what impact do they have on our climate? What instruments are being used to measure the properties of the atmosphere and how do these instruments work? This course is recommended for anyone with a solid grounding in math and science and will be of interest to all students who want a better understanding of the environment. Prerequisites: CHM 111, EGR 110 (formerly 260), and EGR 574 (co-requisite) or permission of the instructor. 4 credits

Paul Voss
Not offered 2012–13

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
Not offered 2012–13

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

Susan Voss
Offered Spring 2013

322 Acoustics
Acoustics describes sound transmission through solids and fluids; the focus of this course is sound transmission through air. This course provides an overview of the fundamentals of acoustics, including derivation of the acoustic wave equation, the study of sound wave propagation (plane and spherical waves), the study of sound transmission through pipes, waveguides, and resonators impedance analogies, an overview of the acoustics related to the human auditory system and an introduction to room acoustics. The course includes several short hands-on experiments to help understand the relevant concepts. Prerequisite: EGR 220. Enrollment limited to 12. [N/M] 4 credits

Susan Voss
Not offered 2012–13

325 Electric Power Systems
Wind and solar energy? Power generation from coal and nuclear fuel? What are our options for maintaining the high standard of living we expect, and also for electrifying developing regions? How can we make our energy use less damaging to our environment? This course introduces students to the field of electric power, from fuel sources, energy conversion technologies (renewable, hydro, nuclear and fossil), electricity transmission and ultimate end-use. Topics include analysis and simulation of power systems, discussions of emerging smart grid technologies, as well as policy, environmental and societal aspects of energy use. A short project allows students to select and explore individual technologies or a small power system in more depth. Prerequisite: EGR 220. [N] 4 credits

Judith Cardell
Offered Fall 2012

326 Dynamic Systems & Introduction to Control Theory
Dynamic systems are systems that evolve with time. They occur all around us, throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so they behave ac-
Engineering according to the engineer's design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: EGR 220; CSC 111; basic linear algebra from courses such as PHY 210 or MTH 211. \( \text{(N)} \) 4 credits

Judith Cardell
Not offered 2012–13

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. This course is designed to be multidisciplinary, with students building on prior course work in each of their respective disciplines. Prerequisites for engineering majors are two of EGR220, 270 and 290. The prerequisite for non-engineering majors is one or more prior courses in globalization and/or development studies. All majors are welcome. (E) \( \text{(N)} \) 4 credits

Donna Riley
Not offered 2012–13

333 Technological Risk Assessment and Communication
Risk abounds in our everyday life; technology can play a central role in both inducing and reducing risk. This course covers topics in risk analysis including risk assessment (modeling and estimating risks), risk abatement (strategies and technologies for reducing risk), and risk management (public or private processes for deciding what risk levels are acceptable). We will examine the psychology of risk perception, judgment and decision making, and human factors issues in engineering design that increases or reduces risk. Students will develop an understanding of the complex relationships between risk and benefit, and learn to design and evaluate risk communication materials. Prerequisites: MTH 241 or some other introduction to probability or permission of the instructor. The course relies upon some knowledge of basic probability. \( \text{(S/N)} \) 4 credits

Donna Riley
Not offered 2012–13

340 Geotechnical Engineering
What is quicksand and can you really drown in it? Why is Venice sinking? In this class students will be introduced to the engineering behavior of soil within the context of a variety of real world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics to be covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We will use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of instructor. \( \text{(N)} \) 4 credits

Glenn Ellis
Offered Spring 2013

346 Hydrosystems Engineering
Through systems analysis and design projects, this course introduces students to the field of water resources engineering. Topics include data collection and analysis, decision-making under uncertainty, the hydrologic cycle, hydropower, irrigation, flood control, water supply, engineering economics and water law. Prerequisites: MTH 112 or 114, EGR 374 (or permission of the instructor). 4 credits

Andrew Guswa
Offered Spring 2013

363 Mass and Heat Transfer
This upper-level course introduces the processes and accompanying mathematical representations that govern the transport of heat and mass, including advection, dispersion, adsorption, conduction, convection and radiation. Applications include environmental transport and mixing, cooling and heat exchange and separation processes. Prerequisites: EGR 110 (formerly 260), EGR 290 and EGR 374 or permission of instructor. \( \text{(N)} \) 4 credits

Andrew Guswa
Offered every Fall

372 Advanced Solid Mechanics and Failure Analysis
Building on the fundamentals of solid mechanics and materials science introduced in EGR 375, this course provides students with an advanced development of techniques in failure analysis, including static failure theories, fatigue life prediction and linear elastic frac-
ture mechanics. These techniques are used in many aspects of mechanical design and the evaluation of structural integrity. Prerequisites: EGR 375 or equivalent. 4 credits

Borjana Mikic
Not offered 2012–13

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 375 and BIO 150 or BIO 152, or permission of the instructor. 4 credits

Borjana Mikic
Not offered 2012–13

374 Fluid Mechanics
This is the second course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include intensive and extensive thermophysical properties of fluids, control-volume and differential expressions for conservation of mass, momentum, and energy; dimensional analysis, and an introduction to additional topics such as aerodynamics, open-channel flow, and the use of fluid mechanics in the design process. Required concurrent laboratory. Prerequisite: EGR 270. 4 credits

Paul Voss
Offered every Spring

375 Strength of Materials
This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior will be analyzed, along with the material and geometric contributions to this behavior. Lecture topics will be complemented with hands-on project work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270. 4 credits

Borjana Mikic
Offered every Spring

377 Aerial Vehicle Design
Remotely piloted and autonomous aircraft are increasingly being used in scientific research, agriculture, disaster mitigation and national defense. These small and efficient aircraft offer major environmental benefits while, at the same time, raise complex ethical and policy issues. This course introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students will design, fabricate, and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111 and either EGR 220 or CSC 270, or permission of the instructor. Enrollment limited to 18 students. (E) 4 credits

Paul Voss
Not offered 2012–13

388 Photovoltaic and Fuel Cell System Design
This course applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling, and analysis of renewable energy power systems. Concepts to be covered in this course include extraterrestrial radiation, solar geometry, atmospheric effects, polarization curve characteristics, system components and configurations, stand-alone and hybrid system design and load interactions. This course applies these theoretical concepts in a laboratory setting involving the design and testing of fuel cell and photovoltaic systems. Prerequisites: EGR 220, CHM 111, EGR 290 (may be concurrent). 4 credits

Denise McKahn
Offered Fall 2012

389 Techniques for Modeling Engineering Processes
The goal of this course is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach to be covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches to be covered are based upon probability and statistics and will include auto-regressive moving average (ARIMA) processes. Although students will learn about the theory behind these approaches, the emphasis of the course will be on their
application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students will also investigate the possibilities of machine consciousness. Prerequisite or co-requisite: MTH 241 or 245. 4 credits

Glenn Ellis

Not offered 2012–13

390: Advanced Topics in Engineering

Topic: Communications and Wireless Sensor Networks. Our world is being transformed by networked communications, in terms of both engineering advances and social, political and economic interactions. Underlying this transformation are three major technologies: computer networks, wireless communications and sensors. This course will introduce students to the theory and implementation of these technologies, including an overview of the OSI protocol stack, more focused study of the 802.11 and Zigbee wireless protocols, and the use of basic sensors as controlled by microprocessors. Students will also analyze and debate privacy and security concerns, as well as the social, political and economic benefits of these technologies. Students will participate in designing and implementing a small wireless sensor network on Smith Campus, using this test bed as the means to gain a deeper understanding of the technologies and the issues they raise. Prerequisites: CSC 111, EGR 220, or permission of instructor. 4 credits

Judith Cardell

Not offered 2012–13

400 Special Studies

Available to sophomore students with permission of their major adviser and engineering department. Variable credit 1–4 as assigned

410D Engineering Design Clinic

This two-semester course focuses on the engineering design process and associated professional skills required for careers in engineering. Topics include the engineering design process, project definition, design requirements, project management, concept generation, concept selection, engineering economics, design for sustainability, design for safety and risk reduction, design case studies, teamwork, effective presentations, professional ethics, networking, negotiation and intellectual property. This class is required of all senior engineering students pursuing the B.S. in engineering science and must be taken in conjunction with EGR410D or EGR420D or their Honors equivalents (EGR431D or EGR432D). 2 credits (1 credit per semester)

Susannah Howe

Offered both semesters each year

421D Capstone Design with Faculty

This two-semester course leverages students’ previous coursework to address an engineering design problem. Students work on a design project sponsored by an individual member of the engineering faculty. Regular design meetings, progress reports, interim and final reports, and presentations are required. Prerequisites: EGR220, 270, 290 and at least one 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Co-requisite: EGR410D. (E) 3 credits per semester

Engineering faculty

Offered both semesters each year

422D Capstone Design with Industry

This two-semester course leverages students’ previous coursework to address an engineering design problem. Students collaborate in teams on real-world projects sponsored by industry and government. Regular team design meetings, weekly progress reports, interim and final reports, and multiple presentations are required. Prerequisites: EGR 220, 270, 290 and at least one 300-level engineering course, or permission of instructor. Co-requisite: EGR 410D. (E) 3 credits per semester

Susannah Howe

Offered both semesters each year

431D Capstone Design with Faculty with Honors

Honors version of EGR 421D. Co-requisite: EGR 410D. (E) 4 credits per semester. Full year course

Engineering Faculty

Offered both semesters each year

432D Capstone Design with Industry with Honors

Honors version of EGR 422D. Co-requisite: EGR 410D. (E) 4 credits per semester. Full-year course

Susannah Howe

Offered both semesters each year
Engineering Arts at Smith College, B.A.

Advisors: Members of the Picker Engineering Program

The Purpose of the B.A. in Engineering Arts
The B.A. in Engineering Arts is offered for those students who recognize the increasing importance of science and technology in today’s world and want to better understand the engineer’s role in service to humanity. Note that the bachelor of science in engineering is the only ABET accredited degree; the bachelor of arts is offered for those students who do not intend to pursue professional practice as engineers.

The Importance of the Liberal Arts
The possibilities of coupling the B.A. in Engineering Arts with other disciplines are boundless. The B.A. in engineering coupled with a focused set of studies in the liberal arts is a particularly well-suited course of study for preparing students to address the complexities of the world in which we live.

A Statement of Focus
Each student intending to major in Engineering Arts must prepare a short statement of academic focus that identifies the student’s educational objectives and accompanies the declaration of the major at the end of the student’s sophomore year. The statement will detail the student’s choice of approximately six (6) courses outside of engineering that provide a coherent context for the major in Engineering Arts, both in terms of the understanding of engineering and of the student’s educational objectives.

Examples of potential focus areas outside of engineering include architecture or landscape studies, education, public policy, economics, energy policy, ethics, or global development. With respect to engineering and education, students pursuing the B.A. in Engineering Arts could work toward a teaching certificate. Smith College has a licensure program for technology-engineering for grades 5–12 through the department of Education and Child Study that is transferable to other states.

Requirements for the Major—B.A., Engineering Arts

Science Sequence: PHY 117 and one other science course
Math: MTH 111 and 112 or 114 (or equivalent) and PHY 210

Engineering Core: EGR 100, 110 (formerly 260), 220, 270 and 290

Engineering Electives: Two 300 level or higher engineering courses. Course substitutions require approval of the student’s adviser and Director of Engineering.

Statement of Focus: A statement of focus is required for the major. Advisers will assist the student in selecting a coherent course sequence.

The major requires a total of 12 courses (or the equivalent).

1 Physics 117 is a prerequisite for EGR 270. The other science course is to be chosen by the student upon consultation with her major advisor.

2 These mathematics courses are prerequisites for the required B.A. Engineering Core.

The Major—Bachelor of Science in Engineering Science

Advisors: Members of the department

Smith offers an undergraduate curriculum leading to an ABET accredited degree in Engineering Science, the broad study of the foundational scientific and engineering principles that govern the practice of all engineering disciplines. The B.S. degree program is accredited by the Engineering Accreditation Commission of ABET. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should “recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets.”

An integral component of the Program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final capstone design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to supplement their classroom instruction.

Engineers must be able to communicate effectively and work in team settings. Smith’s highly-regarded writing intensive first year curriculum will ensure that
engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of teamwork and oral/written communication.

**Requirements of the Major—B.S. Engineering Science**

Math/Basic Science:
1. 12 credits from: MTH 111, MTH 112, MTH 114, MTH 211, MTH 212, MTH 222\(^1\)
2. MTH 241 or MTH 245 (4 credits)
3. PHY 210 (4 credits)
4. PHY 117\(^2\) (5 credits)
5. CHM 111 or 118 (5 credits)
6. 5 credits (must be lab-based) from: PHY 118, CHM 222, BIO 150 and 151, or BIO 152 and 153

Computer Science: CSC 111 (4 credits)

Engineering Core: 100, 110 (formerly 260), 220, 270, 290, select three from (320, 326, 363, 374 and 375), 410D and (421D or 422D) (8 credits of capstone design)

Technical Electives: Three EGR electives, two of which must be at the 300-level or higher \(^3\)

It is strongly recommended that students complete all math, science, and 100 and 200 level EGR core requirements before the end of the first semester of junior year.

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1. Physics 210 will be accepted as the prerequisite for MTH 222 in lieu of MTH 212
2. Physics 117 is required for the major; however, students may meet this course requirement when guided to take Physics 115 and the one week engineering-physics problem solving course offered during fall orientation period.
3. 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 Div I or Div II; or
3. submitting a cogent proposal describing an alternative approach including all courses that the student will take to acquire curricular breadth for consideration and approval by the engineering faculty and Program Chair.

**Mathematical Skills**

Students will be assessed during the first semester for their mathematical skills and comprehension. An interim math skills studio (MTH 103) as well as math skills workshops offered by the Spinelli Center for Quantitative Learning will be strongly recommended for students whose math assessment scores are low.

Additionally, a one-week engineering-physics problem solving course is offered during orientation period each fall. Students who have been advised to take PHY115 instead of PHY117 (based on their math assessment results) or who receive a C+ or below in PHY117 are required to take this one-week course.

**The Engineering Minor**

Some students may wish to minor in engineering to complement their major and supplement their education.

Major advisers also serve as advisers for the minor. The requirements for the minor in engineering comprise a total of five (5) courses. These courses must include:
1. EGR 100
2. PHY 117
3. One course from PHY 210, MTH 211, MTH 212, MTH 222, MTH 241, MTH 245, EGR 110 (formerly 260), EGR 220, EGR 270, EGR 290
4. One course from EGR 110 (formerly 260), EGR 220, EGR 270, EGR 290, EGR 320, EGR 326, EGR 363, EGR 374, EGR 375
5. One course from EGR 312, EGR 315, EGR 320, EGR 325, EGR 326, EGR 330, EGR 333, EGR 340, EGR 346, EGR 363, EGR 372, EGR 373, EGR 374, EGR 375, EGR 377, EGR 388, EGR 389, EGR 390, EGR 410D and 421D or 422D and other 300 level EGR courses as they are added.
Note: MTH 111 and MTH 112 or MTH 114 are prerequisites to certain courses listed above. No more than one course designed primarily for non-majors may be included.

Princeton–Smith Exchange

An exchange program between Princeton University and Smith College permits students from Smith’s Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. Students will typically exchange in the spring of the junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic advisor. Applications must be submitted to the Faculty Advisor to the Princeton Exchange in October. If accepted, the Smith student must submit a leave of absence form to her class dean by December 1.

Faculty Adviser to the Princeton Exchange
Andrew Guswa

Honors

Director: Susannah Howe

430d Engineering Honors Project
8 credits
Full-year course; Offered each year

431d Capstone Design with Industry with Honors
Honors version of 421D. 8 credits
Full-year course; offered each year

432d Capstone Design with Industry with Honors
Honors version of 422D. 8 credits
Full-year course; Offered each year

The additional one credit per semester for EGR 431D (vs 421D) and EGR 432D (vs 422D) is for independent work within the field of engineering extending beyond the scope of the often (team-based) capstone design project.

Please note that it is not possible for students to receive “double” honors in engineering (i.e. EGR 430D for a traditional honors project and EGR 432D for honors via the capstone design project).

Please consult the director of honors and the engineering Guide to the Major(s) (available in Ford Hall 155) for specific requirements and application procedures.
English Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

**Professors**
Carol Christ, Ph.D.
†Dean Scott Flower, Ph.D.
†William Allan Oram, Ph.D.
†Jefferson Hunter, Ph.D.
**Douglas Lane Patey, Ph.D.
Charles Eric Reeves, Ph.D.
Sharon Cadman Seelig, Ph.D.
Michael Gorra, Ph.D.
Richard Millington, Ph.D., Chair
Nora E. Crow, Ph.D.
**Craig R. Davis, Ph.D.
**Patricia Lyn Skarda, Ph.D.
Naomi Miller, Ph.D.
**Nancy Mason Bradbury, Ph.D.
**Cornelia Pearsall, Ph.D.
Michael Thurston, Ph.D.
†Gillian Murray Kendall, Ph.D.

**Professor-in-Residence**
Paul Alpers, Ph.D.

**Elizabeth Drew Professors**
Stephen Amidon, B.A.
Anthony Giardina, B.A.

Joan Leiman Jacobson Visiting Non-Fiction Writer
Russ Rymer

**Associate Professors**
**Ambreen Hai, Ph.D.
†Floyd Cheung, Ph.D.

**Assistant Professor**
Andrea Stone, Ph.D.

Senior Lecturer
Robert Ellis Hosmer, Jr., Ph.D.

**Lecturers**
Julio Alves, Ph.D.
Holly Davis, M.A.
Patrick Donnelly, M.F.A.
Sara Eddy, Ph.D.
Peter Sapira, M.F.A.
Ellen Doré Watson, M.F.A.
Samuel Scheer, M.Phil.
Maya Janson, M.F.A.
Caryl Casson, M.A.
Christopher DeWeese, M.F.A.
Roger Pinches, M.F.A.
Naila Moreira, Ph.D.

The purpose of the English major is to develop a critical and historical understanding of the English language and of the literary traditions it has shaped in Britain, in the Americas, and throughout the world. During their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, film, and theatre. Fuller descriptions of each term’s courses, faculty profiles, and other important information for majors and those interested in literary study can be found on the department’s web page, accessible via the Smith College home page.

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

To assist students in selecting appropriate courses, the department’s offerings are arranged in Levels I–V, as indicated and explained below.
Level I

Courses numbered 100–170: Introductory Courses, open to all students. In English 118 and 120, incoming students have priority in the fall semester, and other students are welcome as space permits.

First-Level Courses in Writing

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

118 Colloquia in Writing

In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and non-native speakers are especially encouraged to register for sections taught by Holly Davis. Priority will be given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor. WI 4 credits

Director: Julio Alves

Sections as listed below:

To Hell and Back: Trauma and Transformation

How does trauma force us to grow? Why does it seem that in order to undergo a transformation, we must first "go through hell" of one kind or another. Readings will focus on various explorations of trauma and how the experiences shaped the authors. Enrollment limited to 15. WI 4 credits

Peter Sapira
Offered Fall 2012

All the World’s A Stage

(Pending CAP approval)

We live in a world where everybody seems to be performing. We see this in the political arena and on reality TV shows. We see it on websites like You Tube and on social media platforms like Facebook and Twitter. In this class, we will look at how our lives have grown more performative in the advent of new concepts like “reality,” “sincerity,” “self,” and “friend,” and what that means for us as individuals and as a society. Enrollment limited to 15. (E) WI 4 credits

Roger Pinches
Offered Fall 2012, Spring 2013

Water: Science and Politics

The management of global water resources presents a major challenge for the 21st century. Water defines the boundaries of the livable world. It’s crucial for drinking, energy, travel, irrigation and food. But water can also transmit disease, flood homes, and spread contamination. Students in this course will hone their science-writing skills while exploring contemporary problems related to water. They will focus on presenting scientific data, reasoning, and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources will include scientific research papers, government reports, newspaper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. (E) (WI) 4 credits

Naila Moreira
Offered Fall 2012

The Politics of Language

Reading, thinking, and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language, and censorship. Bilingual students and non-native speakers are especially encouraged to register for this section. Enrollment limited to 15. WI 4 credits

Holly Davis
Offered Fall 2012, Spring 2013

No, Seriously... What’s so Funny? Writing About Humor

Nietzsche called maturity the rediscovered seriousness of a child at play. What is the meaning of comedy, in light of this “seriousness of the child at play”? Why do we laugh, at what, and in what way? How do we distinguish silly comedy from serious comedy? This course will examine such questions on comic platforms including film, music, videos, short stories, cartoons, and more. We will explore the “structure” of the comic moment as viewer or listener encounters surprise, transgression, or enchantment, especially in 20th-century comedy, and the affectivity of the comic encounter from pure “clowning” to savage social commentary. Enrollment limited to 15. (WI) 4 credits

Peter Sapira
Offered Fall 2012, Spring 2013
Language and Power
Language can enslave us or it can set us free, so it is vital that we learn to be its masters. Because reading and writing go hand in hand, students will sharpen their skills as powerful writers through analysis of the works of some of the world’s most provocative writers and thinkers. As students practice their own skills, they will consider how education, class, race, and gender can affect the struggle to make our voices heard. Description followed by the following sentence: Enrollment limited to 15. WI 4 credits
Caryl Casson
Offered Fall 2012, Spring 2013

Fakes, Forgeries, and Imposters
In this course, we will explore the ways in which hoaxes, impersonations and forgeries illuminate the cultural imaginations that enable their success. What does it say about us when we are “taken in” by a hoax? How do entrenched societal ideas about art, history, and literature allow fakers to fool the public? Assignments will include analytical essays, research papers, and oral presentations. Enrollment limited to 15. WI 4 credits
Christopher DeWeese
Offered Fall 2012, Spring 2013

Consumer Culture
Reading and writing analytical essays about the pervasive effects of consumerism in American culture. Topics will include analysis of advertisements, consideration of the impoverished in a consumer society, the use of advertising in schools, the marketing of fast food in American culture, and the meaning of consumer goods in our daily lives. Enrollment limited to 15. WI 4 credits
Sara Eddy
Offered Fall 2012

119 Writing Roundtable
Students hone their writing skills (defined broadly to include critical thinking, research and documentation, argument development, and mastery of written English) as they enhance their understanding of an issue of current import and consequence. They read and write in a variety of genres (ranging from experience narratives to academic essays) and supplement their required reading with excursions to scholarly and cultural venues at Smith. Priority given to first years and sophomores. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. WI 4 credits

Topic: What’s for Dinner? Writing about Food
Michael Pollan writes in Omnivore’s Dilemma that the U.S. suffers from a “national eating disorder”—that essentially, we don’t know what to eat. This course examines that confusion, considering which of the many diets available to us—vegan, slow food, locavore—is truly healthy; what roles ethnicity, gender, and class play in our choices; and how pervasive hunger is in the U.S. Students read from the spectrum of food writing, and hone their own writing in a variety of genres ranging from academic essays to restaurant reviews. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. WI 4 credits
Sara Eddy
Offered Spring 2013

Topic: Poverty
What defines poverty in the U.S. and abroad? Who defines it? How do we best improve the lives of the poor? What’s the relationship between poverty and gender? Which anti-poverty programs work and which don’t? These are a few of the questions students write about in this course as they hone their writing skills. The readings include academic essays, organizational documents, newspaper articles, narrative journalism, and personal experience narratives. The course makes use of resources in the Smith libraries, the Sophia Smith Collection, and the Smith College Museum of Art. Enrollment limited to 15. WI 4 credits
Julio Alves
Offered Spring 2013

135 Introduction to Creative Nonfiction
Students learn to use literary techniques to write factual, engaging narratives that read like fiction. Based on research, interviews, and personal experience, creative nonfiction encompasses a wide range of genres, including memoir, travel writing, nature writing, science writing, food writing, and biography. Prerequisite: one WI course. Enrollment in each section limited to 16. Course may be repeated once on a different topic. (E) 4 credits

Topic: Writing about Sports
Through reading, in-and-out-of-class writing, and editing one another’s work, students will learn different forms of creative non-fiction essays through a focus on the topic of sports. Among other subjects, students may explore their own sports backgrounds, the dynamics of individual sports, sports ethics, the lives and careers
of sports figures, and subjects like momentum: where does it come from and where does it go? Students will be encouraged to use sports-related material in the Smith Archives and explore our sport-rich environment, including Smith athletics and local landmarks such as the Basketball Hall of Fame. Enrollment limited to 16. (E) 4 credits

Pamela Petro
Offered Spring 2013

**First-Year Seminars**

For course descriptions, see First-Year Seminar section

**FYS 106 Growing Up Asian American**
Floyd Cheung
Offered Fall 2012

**FYS 158 Reading the Earth**
Sharon Seelig
Offered Fall 2012

**FYS 162 Ambition and Adultery**
Michael Gorra
Offered Fall 2012

**FYS 167 Viking Diaspora: The First “New World” of the North Atlantic**
Craig Davis
Offered Fall 2012

**FYS 175 Love Stories**
Ambreen Hai
Offered Fall 2012

**FYS 192 America in 1925**
Richard Millington
Offered Fall 2012

**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 alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. Course may be repeated. 2 credits

Patrick Donnelly
Offered Fall 2012

**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 instructor about possible openings. Enrollment in each section limited to 20. 4 credits

**Fiction**
A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf. WI (L)

Robert Hosmer, Eric Reeves
Offered Spring 2013

**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. WI (L)

Nora F. Crow
Offered Spring 2013

**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. WI (L)

Dean Flower
Offered Spring 2013

**Reading and Writing Short Poems**
A course in the nuts and bolts of poetry. We will look at poems and study their techniques (e.g., sound patterns, image development, form). We will write and revise our own poems, using these techniques. Poets include
Matsuo, Christopher Smart, Walt Whitman, Gwendolyn Brooks, Eavan Boland, Li-Young Lee. WI [L] Maya Janson
Offered Fall 2012

170 The English Language
An introductory exploration of the English language, its history, current areas of change, and future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students will learn about editing, proofreading, and page layout; the course will also entail a comprehensive review of grammar and punctuation. [L] WI Douglas Patey
Offered Spring 2013

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

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

199 Methods of Literary Study
This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students will learn how poetry, prose, fiction, and drama work, how to interpret them, and how to make use of interpretations by others. English 199 seeks to produce perceptive readers well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections will vary, but all will involve active discussion and frequent writing. Enrollment limited to 20 per section. WI [L] 4 credits Andrea Stone, Naomi Miller, Fall 2012
Ambreen Hai, Michael Thurston, Spring 2013

200 The English Literary Tradition I
A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. Enrollment limited to 20 per section. WI [L] 4 credits Douglas Patey, Nancy Bradbury
Offered Fall 2012

201 The English Literary Tradition II
A study of the English literary tradition from the 19th century to modern times. Enrollment limited to 20 per section.WI [L] 4 credits Andrea Stone, Michael Gorra
Offered Spring 2013

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 2012

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

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. Lecture and discussion. WI [L] 4 credits Robert Hosmer (English), Justina Gregory (Classics), Ann Jones (Comparative Literature)
Offered Fall 2012

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 Princess of Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Lecture and discussion. WI [L] 4 credits Robert Hosmer (English) William Oram, (English)
Offered Spring 2013
205 Old Norse
An introduction to the language and literature of medi-

eval Iceland, including the mythological texts and the
family sagas. {F/L} 4 credits
Craig Davis
Offered Fall 2012

207/HSC 207 The Technology of Reading and Writing
An introductory exploration of the physical forms that
knowledge and communication have taken in the West,
from ancient oral cultures to modern print-literate
culture. Our main interest will be in discovering how
what is said and thought in a culture reflects its avail-
able kinds of literacy and media of communication.
Topics to include poetry and memory in oral cultures;
the invention of writing; the invention of prose; liter-
ature and science in a script culture; the coming of
printing; changing concepts of publication, authorship,
and originality; movements toward standardization in
language; the fundamentally transformative effects of
electronic communication. {L} 4 credits
Doug Patey
Offered Spring 2013

208 Science Fiction? Speculative Fiction?
This course is a chance to read and think about works
of science fiction and fantasy, considering the kinds of
problems they address and the conventions they play
with. In particular it will look at the relation between
Fantasy and Science Fiction. We’ll read novels and
stories by (among others) H.G. Wells, Ursula Le Guin,
Octavia Butler, Maureen McHugh, Russell Hoban, and
Michael Swanwick. Prerequisite: one college-level lit-
erature course or permission of the instructor. Recom-\nmended for non-majors. {L} 4 credits
William Oram
Offered Spring 2013

212 Telling and Retelling
A study of recent novels and their famous antecedents.
What are the pleasures of reading? What do we need
to know to be good readers of contemporary fictions
that 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 2013

230/CLT 231 American Jewish Literature
Explores the significant contribution of Jewish writers
and critics to the development of American literature,
broadly defined. Topics include narratives of immigra-
tion; the American dream and its alternatives; ethnic
satire and humor; literary multilingualism; crises of
the left involving Communism, Black-Jewish relations,
and ’60s radicalism; after-effects of the Holocaust; and
the aesthetic engagement with folklore. Authors may
include Yiddish and Hebrew modernist poets, Mary An-
tin, Henry Roth, I.B. Singer, Saul Bellow, Philip Roth,
E.L. Doctorow, Cynthia Ozick. We also consider how Ca-
nadian novelists (Mordecai Richler, Regine Robin and
Latin-American writers such as Moacyr Scliar, Isaac
Goldemberg or Iban Stavans provide transnational per-
spective). Must Jewish writing in the Americas remain
on the margins, “too Jewish” for the mainstream yet
“too white” to qualify as multicultural? {L} 4 credits
Justin Cammy
Offered Spring 2013

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, Jew-
ett, and Sui Sin Far, along with a selection of the poetry
of the era. {L} 4 credits
Richard Millington
Offered Spring 2013

238 What Jane Austen Read: The 18th-Century Novel
A study of novels written in England from Aphra Behn
to Jane Austen and Walter Scott (1688–1814). Emphasis
on the novelists’ narrative models and choices; we will
conclude by reading several novels by Austen—including
one she wrote when thirteen years old. {L} 4 credits
Douglas Patey
Offered Fall 2012

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 be-
tween new or marginalized Americans and an established
culture, and on definitions or interrogations of what it
might mean to be or become “American.” {L} 4 credits
Richard Millington
Offered Spring 2013
242 A History of Mystery
A study of the development of detective fiction in English, starting with gothic mysteries in the late 18th century and with the investigatory puzzles of Edgar Allan Poe in the 1830s. Exploration of the ways in which the conventions of the genre reflect issues of class, gender, and social change, and how in the 20th century those conventions have been reinvented, stylized, parodied, and transformed. Writers discussed will include Poe, Wilkie Collins, Charles Dickens, Conan Doyle, G.K. Chesterton, E.C. Bentley, Dorothy Sayers, Agatha Christie, Jorge Luis Borges, and others. Open to non-majors. (E) 4 credits
Dean Flower
Offered Spring 2013

243 The Victorian Novel
An exploration of the worlds of the Victorian novel, from the city to the country, from the vast reaches of empire to the minute intricacies of the drawing room. Attention to a variety of critical perspectives, with emphasis on issues of narrative form and the representation of consciousness. Novelists likely include Brontë, Dickens, Eliot, Trollope and Hardy. (L) 4 credits
Cornelia Pearsall
Offered Fall 2012

246 South Asian English Literatures
This course will explore the rich diversity of late 20th and 21st century literatures written in English and published internationally by award-winning writers of South Asian descent from Britain, the U.S., Canada, India, Pakistan, Sri Lanka, Nepal and Bangladesh. Writers range from established celebrities (Rushdie, Naipaul, Kureishi, Arundhati Roy, Jhumpa Lahiri, Ondaatje, Selvadurai, Ghosh) to promising new stars (Kiran Desai, Hari Kunzru, Tahrnima Anam, Monica Ali, Daniyal Mueenuddin). Among many questions, we will consider how writers craft new idioms and forms to address multiple audiences in global English, how they explore or foreground emergent concerns of postcolonial societies and diasporic, migrant, or transnational peoples in a rapidly globalizing but by no means equalizing world. Not recommended for first-years. (L) 4 credits
Ambreen Hai
Offered Spring 2013

248/AAS 249 Black Women Writers
(Pending CAP approval)
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 Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. (L) 4 credits
Daphne Lamothe
Offered Fall 2012

249 Literatures of the Black Atlantic
Visiting the pulpits, meeting houses, and gallows of British North America to the colonial West Indies and docks of Liverpool to the modern day Caribbean, U.S., Canada, U.K., and France, this course analyzes the literatures of the Black Atlantic and the development of Black literary and intellectual history from the 18th to the 21st century. Some key theoretical frameworks, which will help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism, and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. (L) 4 credits
Andrea Stone
Offered Fall 2012

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. Not open to first-year students. (L) 4 credits
Nancy Mason Bradbury
Offered Fall 2012

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 lim-
257 Shakespeare
*Romeo and Juliet*, *Richard II*, *Hamlet*, *Twelfth Night*, *Troilus and Cressida*, *Othello*, *Antony and Cleopatra*, *The Winter's Tale*. Not open to first-year students. {L} 4 credits
*Eric Reeves, Naomi Miller*
Offered Fall 2012

259 Rhyming, Railing, and Roguery Before 1800
What do these three pursuits, both the respectable and the disreputable, have in common? Jonathan Swift, the greatest prose satirist in English literature, the “madman” who proposed eating babies as the solution to Irish poverty, was joined in the “Scriblerus Club” by Alexander Pope, the greatest satiric poet in the English tradition. Pope celebrated the heroic cutting of—a lock of hair. At the club meetings, John Gay picked up hints for his “Beggar’s Opera.” That opera, set largely in Newgate Prison, featured hard-drinking highwaymen and lusty prostitutes—all mirroring the vices of the upper classes. We’ll study not only those who satirized rogues, but rogues themselves too. Daniel Defoe, spy, journalist, and author of the first English novel, *Robinson Crusoe*, was put in the pillory for one of his escapades. {L} 4 credits
*Nora F. Crow*
Offered Fall 2012

260 Milton
A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for patriarchy and advocate of human dignity, the last great Renaissance humanist, a poet of enormous creative power and influence. Not open to first-year students. {L} 4 credits
*Sharon Seelig*
Offered Fall 2012

263 Romantic Poetry and Prose
Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. {L} 4 credits
*Patricia Skarda*
Offered Fall 2012

264 Faulkner
The sustained explosion of Faulkner’s work in the dozen-odd years between *The Sound and the Fury* and *Go Down, Moses* has no parallel in American literature. He explored the microtones of consciousness and conducted the most radical of experiments in narrative form. At the same time he relied more heavily on the spoken vernacular than anyone since Mark Twain, and he made his “little postage stamp of native soil” in northern Mississippi stand for the world itself. We will read the great novels of his Yoknapatawpha cycle along with a selection of short stories, examining the linked and always problematic issues of race, region, and remembrance in terms of the forms that he invented to deal with them. {L} 4 credits
*Michael Gorra*
Offered Fall 2012

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 Spring 2013

270 The Bible as Literature
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 2013
276 Contemporary British Women Writers
Consideration of a number of contemporary women writers, mostly British, some well-established, some not, who represent a variety of concerns and techniques. Emphasis on the pleasures of the text and significant ideas—political, spiritual, human, and esthetic. Efforts directed at appreciation of individuality and diversity as well as contributions to the development of fiction. Authors likely to include Anita Brookner, Angela Carter, Isabel Colegate, Eva Figes, Penelope Fitzgerald, Molly Keane, Penelope Lively, Edna O’Brien, Barbara Pym, Jean Rhys, Muriel Spark, and Jeanette Winterson; some supplementary critical reading. (L) 4 credits
Robert Hosmer
Offered Fall 2012

285 Introduction to Contemporary Literary Theory
What is literature? Why and how should it be studied? How does literature function in culture and society? Does the meaning of a text depend on the author’s intention or on how readers read? What counts as a valid interpretation? How do changing understandings—of language, the unconscious, history, class, gender, race, or sexuality—change how we read? This course introduces some of the major 20th century philosophical questions that have shaped literary studies today, drawing upon a variety of disciplines, and influential movements or approaches such as the New Criticism, structuralism, poststructuralism, Marxism, psychoanalysis, postcolonialism, gender and cultural studies. Strongly recommended for students considering graduate studies. Prerequisite: ENG 199 or a 200-level literature course. (L) 4 credits
Andrea Stone
Offered Spring 2013

Intermediate/Advanced Creative Writing Courses
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 submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

206 Intermediate Fiction Writing
A writer’s workshop that will focus on sharpening and expanding each student’s fiction writing skills, as well as broadening and deepening her understanding of the short story form. A series of exercises will build toward the creation of a sophisticated, complete short story by the end of the semester. In addition to analyzing and discussing one another’s work, students will hone their craft by examining the work of established writers. Enrollment is by permission of the instructor. To be offered once only. (L/A) 4 credits
Stephen Amidon (Elizabeth Drew Professor), Fall 2012
Anthony Giardina (Elizabeth Drew Professor), Spring 2013
Offered Fall 2012, Spring 2013

216 Intermediate Poetry Writing
In this course we read as writers and write as readers, analyzing the poetic devices and strategies employed in a diverse range of contemporary poetry; gaining practical use of these elements to create a portfolio of original work; and developing the skills of critique and revision. In addition, students will read and write on craft issues, and attend Poetry Center readings / Q&As. Admission via writing sample e-mailed one week before the first day of classes to mailto:ewatson@smith.edu. (E) (L) 4 credits
Ellen Doré Watson
Offered Spring 2013

290 Crafting Creative Nonfiction
Crafting Creative Nonfiction
English 290 will be a course for students with a serious interest in developing and refining their skills at formal essay writing. Because reading and writing are complementary cognitive activities, we will spend time reading essays by some of the best writers of the last 100 years or so: Virginia Woolf, George Orwell, James Baldwin, Adrienne Rich, Richard Rodriguez, Alice Walker and Gore Vidal. Selections will be arranged in thematic clusters to inspire, prompt, provoke or incite responses that will generate formal essays. Attention will be paid to the writing process, particularly revision, and to matters of style (“the perfection of style is to be clear without being mean,” Aristotle said.) Admission by permission of the instructor. (L) 4 credits
Robert Hosmer
Offered Fall 2012
Writing Essays: New Yorker Style!
A writer’s workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing, and critiquing. Admission by permission of the instructor. [L] 4 credits
Nora F. Crow
Offered Fall 2012

Crafting Creative Nonfiction
Course description to be determined. [L] 4 credits
Russ Rymer
Offered Spring 2013

295 Advanced Poetry Writing
Taught by the Grace Hazard Conkling Poet in Residence, this is an advanced poetry workshop for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who will read at Smith next semester, and students will gain expertise in reading, writing, and critiquing poems. [L] 4 credits
Joan Larkin
Offered Fall 2012, Spring 2013

296 Advanced Fiction Writing
Admission via writing sample mailed to the English Office one week before the first day of classes. [L] 4 credits
Stephen Amidon, Fall 2012
Anthony Giardina, Spring 2013
Offered Fall 2012, Spring 2013

384/AMS 351 Writing About American Society
In this class, students will develop their skills in narrative, long-form nonfiction writing as they explore the ways that science and technology are transforming American culture. We will analyze science writing by authors ranging from John McPhee to Elizabeth Kolbert, and discuss issues ranging from social networking to research into the origins of life. Students will write several original essays and reported pieces during the semester. Enrollment limited to 15. Admission by permission of the instructor, based on submitted writing samples. [L/S] 4 credits
Russ Rymer
Offered Fall 2012

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.

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.

308 Seminar: One Big Book
This capstone course offers an intensive, research-based study of a single important work of literature in English, seen in its social, historical, and intellectual context on the one hand, and in terms of its reception history on the other. Course may be repeated once for credit with different topic and instructor. Permission of the instructor required. Enrollment limited to 12. [L] 4 credits
Prerequisites: two 200-level courses in either the reading of fiction or in 19th-century British literature, or a combination thereof.
Michael Gorra
Offered Spring 2013
311 Seminar: Reimagining Classics for Children
In this course, we will consider how the Bible, Homer’s *Odyssey*, and Shakespeare’s *The Tempest* have been reimagined for different audiences, focusing particularly on the creation and use of contemporary adaptations for children—both within and outside the classroom at different educational levels. We will read a range of Bible stories, stories from Homer’s *Odyssey*, and Shakespeare’s *The Tempest*, as well as adaptations of these stories for children and young adults, in genres ranging from picture books to longer narratives. Pre-requisite: permission of the instructor, based on prior 200-level coursework in English literature or CLT or SWG. Enrollment limited to 12. {L} 4 credits
Naomi Miller
Offered Spring 2013

362 Satire
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 Crow
Offered Spring 2013

387 Asian American Autobiography
*Topic: Asian American Travel Writing: 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 Dilruba Ahmed, Luis Francia, Katy Robinson, David Mura, Andrew Pham, Paiskey Rekdal, and Pramila Jayapal. {L} 4 credits
Floyd Cheung
Offered Fall 2012

PRS 319 South Asians in Britain and America
This seminar will compare the cultural implications of two recent waves of migration of South Asian peoples: post-World War Two migrations of “skilled/unskilled” labor to Britain; and the still ongoing, post-1965 migrations to North America. We will focus on cultural production (literature, film, music) that records, reflects on, and seeks to intervene in the cultural processes of such profound shifts. Taking an interdisciplinary approach, we will investigate the causes and consequences of migration and diaspora in their historical, political and economic contexts, emphasizing questions of gender, globalization, community, identity, religious fundamentalism and assimilation. Writers include Rushdie, Naipaul, Kureishi, Jhumpa Lahiri, Monica Ali, among others. Open to students interested in the South Asia Concentration, literature, film, history, anthropology, AMS and SWG, and others. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E). {L/H/S} 4 credits
Ambreen Hai (English Language and Literature)
Offered Fall 2012

Cross-listed and Interdepartmental Courses

PRS 313 Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology
This interdisciplinary seminar examines three representative western encounters in Afghanistan: the conquest by Alexander the Great and the making of Greek Bactrian civilization; British encounters culminating in the first two (19th century) Anglo-Afghan wars that inspired travelogues, memoirs and poems by Rudyard Kipling; and modern archaeology that rediscovered ancient Greek remains and museum exhibitions that link Afghanistan’s past and present with that of the West. We will use historical, literary and other approaches to examine the real and symbolic significance of Afghanistan to various “westerners,” its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint upon a land that was proverbially difficult to conquer and harder still to rule. The course is cross listed and accepted for credit in Archaeology, English and History. Enrollment limited to 15 juniors or seniors. (E) {H} 4 credits
Richard Lim (History) and Cornelia Pearsall (English)
Offered Fall 2012

AAS 336 Seminar: Contemporary Topics in Afro-American History
*Topic: Exiles, Transplants and In-betweeners: Literatures of the African Diaspora.* This seminar will focus on some of the major perspectives, themes,
and theoretical underpinnings in the field of African Diasporic Studies. We will read 20th- and 21st-century fiction and nonfiction from a range of cultural traditions that explore the conditions of displacement and uprootedness, which characterize the African Diaspora; we will also investigate the transformations of culture and identity that result from forced and voluntary migrations. The course’s primary focus will be on literary depictions of transnational identities and communities and questions of citizenship and belonging, in fiction by and about “in-betweeners” who inhabit cultural and national borderlands. Our investigation will draw primarily from novels, but may also include examples from other genres, including poetry, short stories and memoir. Recommended background: at least one course in African American Studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores.  

Daphne Lamothe  
Offered Fall 2012

AAS 360 Seminar: 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.  

Kevin Quashie  
Offered Spring 2013

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

Janie Vanpée  
Offered Fall 2012

SWG 360 The Cultural Work of Memoir  
This course takes the foundational premise of SWG that culture constructs subjects and asks how do queer or non-normative subjectivities come into existence? By studying a selection of literary memoirs by women and men in the last half century in the U.S., we will explore the relationships between queer subjectivities, politicized identities, communities, historical moments, and social movements. The course depends on a second more radical premise that we do not have a life until we narrate it. How does life-writing as an expressive act create livable lives? Students will produce analytical essays and a memoir portfolio. Through the process of reflecting, re-imagining, and revising, we explore multiple writing strategies to turn our lives into art. Prerequisites: SWG 150 and at least one other course in the major, with preference for courses in queer studies and literature. Permission of the instructor and writing sample required. Enrollment limited to 15.  

Susan Van Dyne  
Offered Spring 2013

THE 261 Writing for the Theatre  
The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and bi-weekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students will be considered for staging. L and P with writing sample required, best submitted weeks prior to registration.  

Leonard Berkman, Andrea Hairston  
Offered Fall 2012, Spring 2013

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

The English major requires twelve semester courses. The following distribution requirements aim to provide majors with a broad understanding of literatures in
English and of the key questions and intellectual strategies that shape the discipline of literary study—and with the opportunity to work independently at an advanced level.

1. Majors must choose at least two of our four gateway courses. English 199 (Methods of Literary Study) provides foundational training in interpretation; English 200 (The English Literary Tradition I), English 201 (the English Literary Tradition II) and English 231 (American Literature before 1865) all offer broad historical explorations of two of the national literatures central to the discipline.

2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require courses in two of three early canonical writers: Chaucer (250), Shakespeare (256 or 257), or Milton (260).

3. Because sophisticated literary study requires both the mastery of a rich array of expressive traditions and strategies and sustained exploration of the relationship between texts and their historical and cultural contexts, majors must take one course concentrating on literature written before 1800, one course concentrating on literature written before 1900, and two courses concentrating on literature written after 1900.

4. In order to have a focused encounter with some of the intellectual movements that have transformed literary study in recent decades, majors must choose at least one course with an explicit focus on ethnic American literature, or postcolonial literature in English, or gender and sexuality, or literary theory. (The same course may be used to fulfill requirements #3 and 4).

5. We expect our students to move toward independence and sophistication as they pursue their studies; we thus require, as a culminating experience, two seminars in literature, at least one to be taken in the senior year. A senior who has undertaken an honors thesis, yearlong Kahn Institute project, or research-based 4-credit Special Studies may substitute her project for the second seminar.

Up to two courses in film, a foreign or comparative literature, or dramatic literature offered through the theater department may count toward the major. Up to three advanced writing courses may count toward the major. Only one colloquium (120) or one FYS may count toward the major. English 118 does not count. No course counting toward the major may be taken for an S/U grade.

We strongly recommend that all students take at least one historical survey sequence: ENG 200, 201; ENG 202, 203; or ENG 231, 233. We also recommend that our majors take at least one course concentrating on literature written in English from cultures beyond the British/American mainstream, e.g., African, Caribbean, or Asian postcolonial or minority writing (such as African American, Asian American, or Black British).

Students interested in graduate school in English literature would be well advised to take a course in literary theory, and should be aware that most doctoral programs in English require a reading knowledge of two foreign languages. Students interested in high school English teaching would be well advised to take both the English literature (200, 201) and American literature (231, 233) surveys and a course in literature in English outside Britain and America.

The requirements above come into effect for the Class of 2015 and later classes. Earlier classes have the option of satisfying requirement #2 with the following: Two courses concentrating on literature written before 1832.

The Minor

The minor in English consists of six courses to be distributed as follows: at least two of our four gateway courses (ENG 199, 200, 201, 231); three additional English courses chosen in consultation with the minor adviser; one seminar. Only one elective course may be at the 100 level (ENG 120 or a FYS in literature). No course counting toward the minor may be taken for an S/U grade.

Honors

**Director:** Michael Gorra (2012–13)

430d Honors Project

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 non-fiction for honors.

**Graduate**

**580 Graduate Special Studies**  
Independent study for graduate students. Admission by permission of the chair. 4 credits  
Offered both semesters each year

**580d Graduate Special Studies**  
8 credits  
Full-year course; Offered each year
Environmental Science and Policy

Director
L. David Smith, Professor of Biological Sciences

Mellon Post Doctoral Fellow and Lecturer
Julianne H. Busa

Visiting Assistant Professor
Ninian Stein

Members of the Advisory Committee
†1 Donald C. Baumer, Professor of Government
†2 Nathanael Fortune, Professor of Physics
Elliot Fratkin, Professor of Anthropology
*1 Virginia Hayssen, Professor of Biological Sciences
†1 Robert M. Newton, Professor of Geosciences
**1 Paulette Peckol, Professor of Biological Sciences

L. David Smith, Professor of Biological Sciences
Gregory White, Professor of Government
*1, *2 Elisabeth Armstrong, Associate Professor of the Study of Women and Gender
Andrew J. Guswa, Professor of Engineering
*2 Michelle Joffroy, Associate Professor of Spanish and Portuguese
*2 Leslie King, Associate Professor of Sociology
Jeffry Ramsey, Associate Professor of Philosophy
Amy Larson Rhodes, Associate Professor of Geosciences
*1 Jesse Bellemare, Assistant Professor of Biological Sciences
†1 Shizuka Hsieh, Associate Professor of Chemistry
*1 Susan Stratton Sayre, Assistant Professor of Economics

ENV 100 Environment and Sustainability: Notes from the Field
This one-credit lecture series will introduce students to theory and practice in fields related to the environment and sustainability. Students will gain insight to how their liberal arts education and associated intellectual capacities are applied in a variety of contexts. Speakers, including distinguished alumnae, will be drawn from the Five Colleges, the Pioneer Valley, and beyond. This course can be repeated for credit. This course will end the week before Thanksgiving. Graded S/U only. (E) 1 credit
Ninian Stein
Offered Fall 2012

ENV 101 Environmental Integration I: Perspectives
This course examines how humans are changing Earth’s biosphere, atmosphere, hydrosphere and lithosphere, and the social, scientific, and political challenges posed by these environmental alterations. We will reflect on how differing worldviews have influenced our actions and may determine our future trajectory.

Readings and discussions will examine scientific evidence, policies designed to improve the environment, and national and international responses to the environmental crises that confront humanity. Students will investigate strategies for mitigating damage, conserving resources, and restoring natural functions of the Earth. Enrollment limited to 60. (E) {H/W/S} 4 credits.
Ninian Stein
Offered Fall 2012

ENV 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 stud-
ies, environmental health, oceanography, economics, disaster management, cultural anthropology, and art history. Enrollment limited to 20. {N} 4 credits

**Jack Loveless**
Offered Fall 2012

**ENV 201 Environmental Integration II: Collecting and Analyzing Information**
While focusing on topical environmental issues, students will learn how to gather, analyze and present data using methods from the natural and social sciences. Data will be drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys, and interviews. Emphasis will be on quantitative analysis. Environmental topics will vary in scale from the local to the global. ENV 202 must be taken concurrently. Prerequisite: one semester of statistics. ENV 101 is recommended. Enrollment limited to 18. (E) Q {N/S} 4 credits

*Members of the program*
Offered both semesters each year

**ENV 202 Environmental Integration II: Collecting and Analyzing Information Laboratory**
In this laboratory complement to ENV 201, students will use a variety of methods to gather and analyze different types of environmental data (e.g., quantitative, qualitative, spatial). Enrollment limited to 18.

(E) Q {N/S} 1 credit

*Members of the Program*
Offered both semesters each year

**ENV 266/GER 266 Landscapes of Northern Germany: Natural Environments and Human Influences**
The course will include lectures, field trips to locations in Northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction into different landscape types of Northern Germany, their geology, characteristic plant and animal life, and their development through time. The effects of humans on landscape development will be highlighted for the last 6,000 years. Possibilities and constraints of sustainable development based on the natural resources of the region will be discussed. Different landscapes of Northern Germany will be visited over five days of field trips, to get a good overview of the landscape types present. (E) {N/S} 4 credits

*Kai Jensen (University of Hamburg, Biology Department)*
Offered Spring 2013 in Hamburg, Germany

**ENV 311 Environmental Integration III: Interpreting and Communicating Information**
This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporaneous environmental topics as a foundation, this course introduces students to written, oral, visual, and quantitative communication for a variety of audiences and intents. Students will develop the ability to interpret environmental information from multiple sources, to synthesize that information for their own understanding, and to communicate that knowledge in ways appropriate to the particular objective and audience. A final project enables students to communicate an environmental issue of their own choosing to a diversity of audiences. ENV 101 and ENV 201/202 are recommended. Enrollment limited to 25. (E) {N/S} 4 credits.

*Susan Stratton Sayre*
Offered Spring 2013

**ENV 312 Environmental Integration: IV: Sustainable Solutions**
This course engages the class in a semester-long design and/or analysis project. Students will work in ad hoc teams using a variety of skills and knowledge to address a current issue or question related to environmental sustainability. The specific projects will vary from year to year. Students will gain direct experience with the range and complexity of activities required to address a real-world environmental project. Student work will be assessed via progress reports (written and oral), reflective essays, and a final report. Prerequisites: ENV 101, Statistics, ENV 201/202, ENV 311. ENV 311 may be taken concurrently. Enrollment limited to 16. (E) {N/S} 4 credits.

*Members of the Program*
Offered both semesters each year

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**The Major**

**Advisers:** Elisabeth Armstrong, Donald Baumer, Jesse Bellemare, Elliot Fratkin, Nathanael Fortune, Andrew J. Guswa, Virginia Haysen, Shizuka Hsieh, Michelle Joffroy, Leslie King, Robert Newton, Paulette Peckol, Jeffry Ramsey, Amy Larson Rhodes, Susan Stratton Sayre, L. David Smith, Gregory White
The Environmental Science and Policy (ES&P) major is designed for students with interests in the environment and sustainability and a commitment to scientifically based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries, combine analytical and communication skills with a well-rounded understanding of the environment, and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies, and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national, and global levels. Additional introductory courses provide breadth in the natural and social sciences/humanities and statistics and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. Students are strongly encouraged to engage in environmentally oriented internships, independent research, or study away opportunities. Prospective majors should consult with an ES&P faculty adviser in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (see list) and an appropriate integration course (ENV 101) as well as statistics.

Requirements: The ES&P major requires 14 courses. These include:
1. four environmental integration courses (ENV 101, ENV 201/202, ENV 311, ENV 312);
2. three introductory courses in the natural sciences from different areas (BIO, GEO, CHM, PHY/EGR), two of which must include labs (see list);
3. two introductory courses in the category of social sciences, humanities and policy from different departments (see list);
4. one course in statistics; and
5. four electives that create a coherent sequence with a clear environmental focus. No more than 1 elective can be at the 100-level and at least one must be at the 300-level. ENV 100 may not be used as an elective. One course fulfilling the major requirements may be taken S/U; ENV 201/202, ENV 311, and ENV 312 may not be taken S/U.

Options for majors with Advanced Placement credit: Majors with scores of 4 or 5 on the Advanced Placement examination in environmental science may receive four credits toward the major in lieu of a 100-level elective (see list) with the approval of the major adviser.

Environmental Integration Courses

All majors must complete the four environmental integration courses:

- ENV 101 Environmental Integration I: Perspectives
- ENV 201 Environmental Integration II: Collecting and Analyzing Information with laboratory, ENV 202
- ENV 311 Environmental Integration III: Interpreting and Communicating Information
- ENV 312 Environmental Integration IV: Sustainable Solution

Introductory Courses

Natural Sciences

All majors must take one course in three of the following four natural science areas. Two of these courses must include a laboratory or field component (designated by L). Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

Biological Sciences

- BIO 154  Biodiversity, Ecology and Conservation
- BIO 155  Biodiversity, Ecology and Conservation Lab (L)

Chemistry

- CHM 108  Environmental Chemistry
- CHM 111  Chemistry I: General Chemistry (L)
- CHM 118  Advanced General Chemistry (L)
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FYS 134</td>
<td>Geology in the Field (L)</td>
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<tr>
<td>GEO 101</td>
<td>Introduction to Earth Processes and History</td>
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<tr>
<td>GEO 102</td>
<td>Exploring the Local Geological Landscape (L only)</td>
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<td>GEO 104</td>
<td>Global Climate Change</td>
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<td>GEO 105</td>
<td>Natural Disasters</td>
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<td>GEO 106</td>
<td>Extraordinary Events in the History of Earth, Life and Climate</td>
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<tr>
<td>GEO 108</td>
<td>Oceanography: An Introduction to the Marine Environment (L)</td>
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<td>GEO 109</td>
<td>The Environment</td>
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<tr>
<td>EGR 100</td>
<td>Engineering for Everyone*</td>
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<tr>
<td>PHY 100</td>
<td>Solar Energy and Sustainability (L)</td>
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<tr>
<td>PHY 201</td>
<td>Renewable and Non-Renewable Energy: Science and Implications</td>
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</table>

GEO 102 counts only as a lab course. To fulfill the GEO requirement for the major, GEO 102 must accompany a GEO lecture course.

EGR 100 has several rotating themes; approval is granted for years when the focus is on energy and sustainability.

### Social Sciences, Humanities and Policy

All majors must take two courses from the social science, humanities and policy category listed below. The courses must be from different departments. Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines from the home department.

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ANT 130</td>
<td>Introduction to Cultural Anthropology</td>
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<tr>
<td>ANT 241</td>
<td>Anthropology of Development</td>
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<tr>
<td>ECO 150</td>
<td>Introductory Microeconomics</td>
</tr>
<tr>
<td>GOV 200</td>
<td>American Government</td>
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<td>GOV 207</td>
<td>Politics of Public Policy</td>
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<td>GOV 241</td>
<td>International Politics</td>
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<td>PHI 238</td>
<td>Environmental Ethics</td>
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<tr>
<td>PPL 220</td>
<td>Public Policy Analysis</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SWG 150</td>
<td>Introduction to the Study of Women and Gender</td>
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### Statistics

Majors must take one course in statistics (e.g., ECO 220, MTH 190/PSY 190, GOV 190, MTH 245 or SOC 201).

### Electives

Majors should choose their elective courses in consultation with the major adviser to create a coherent sequence with a clear environmental focus; the focus may be specific to a discipline, topic, or location. No more than 1 elective can be at the 100-level; at least one must be at the 300-level.

ENV 100 may not be used as an elective. Electives can be identified at the time the major is declared, but not later than the end of the add/drop period of the first semester of junior year. Subsequent changes require approval of the major adviser. Electives can include, but are not limited to, the approved list below. Other relevant courses offered at Smith, within the Five College Consortium, or in study abroad programs may be used to satisfy the electives requirement of the major with consultation and approval of the major adviser.

One semester of independent study (ENV 400) or credit toward an Honor's thesis (ENV 430d) may be substituted for one elective. Internships, study abroad, or Praxis experiences are encouraged.

### Biological Sciences

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIO 103</td>
<td>Economic Botany: Plants and Human Affairs</td>
</tr>
<tr>
<td>BIO 260</td>
<td>Invertebrate Diversity</td>
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<td>BIO 264</td>
<td>Plant Diversity and Evolution</td>
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<td>BIO 266</td>
<td>Principles of Ecology</td>
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<td>BIO 268</td>
<td>Marine Ecology</td>
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<td>BIO 272</td>
<td>Vertebrate Biology</td>
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<tr>
<td>BIO 364</td>
<td>Plant Ecology</td>
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<tr>
<td>BIO 366</td>
<td>Biogeography</td>
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<tr>
<td>BIO 390</td>
<td>Topics in Environmental Biology: Coral Reefs: Past, Present and Future</td>
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### Chemistry

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHM 346</td>
<td>Environmental Analytical Chemistry</td>
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### Environmental Science and Policy

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENV 150/GEO 150</td>
<td>Modeling Our World: An Introduction to Geographic Information Systems</td>
</tr>
<tr>
<td>ENV 266/GER 266</td>
<td>Landscapes of Northern Germany: Natural Environments and Human Influences</td>
</tr>
</tbody>
</table>
Geosciences
GEO 231 Invertebrate Paleontology and Paleoecology
GEO 232 Sedimentology
GEO 251 Geomorphology
GEO 270j Carbonate Systems and Coral Reefs of the Bahamas
GEO 301 Aqueous Geochemistry
GEO 309 Groundwater Geology
GEO 311 Environmental Geophysics

Physics and Engineering
EGR 312 Thermochemical Processes in the Atmosphere
EGR 315 Ecohydrology
EGR 325 Electric Energy Systems
EGR 330 Engineering and Global Development
EGR 346 Hydrosystems Engineering
EGR 360 Chemical and Environmental Reaction Engineering
EGR 390 Seminar: Advanced Topics in Engineering: Technology Risk Assessment and Communication

Social Sciences, Humanities and Policy
ANT 230 Africa: Peoples, Environment, and Development Issues
ANT 236 Economy, Ecology, and Society
ANT 241 Anthropology of Development
EAS 220 Environment and Society in Contemporary China
ECO 213 The World Food System
ECO 224 Environmental Economics
GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability
GOV 254 Politics of the Global Environment
HST 299 Ecology and History in Africa
PHI 238 Environmental Ethics
POR 221 Topics in Portuguese and Brazilian Literature and Culture: Eco Brazil: Key Environmental Issues
PPL 220 Public Policy Analysis
SOC 232 World Population
SOC 233 Environment and Society
SOC 333 Seminar: Social Justice, the Environment and the Corporation
SPN 372 Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
SWG 230 Feminisms and the Fate of the Environment

ENV 400 Special Studies
Admission by permission of the instructor. Special Studies are open only to qualified juniors and seniors, and in appropriate cases, to sophomores. 4 credits Offered both semesters each year

Honors
Students with a strong academic background who wish to conduct independent and original work on an environmental topic are encouraged to pursue an honors project.

Director: Virginia Hayssen

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

430d Honors Project
8 credits
Full-year course: Offered every year

Study Abroad
Students may elect to take courses for the major outside Smith College by participating in an environmentally oriented, off-campus program. Relevant Smith approved programs include, but are not limited to, Duke University’s Organization for Tropical Studies, The School for Field Studies, The School for International Training, SEA Semester and the Maritime Studies Program of Williams College and Mystic Seaport. Courses from other study away programs may also be eligible for credit with approval of the major adviser. Study away courses will generally count as 200-level electives but specific courses in specific programs could be authorized to count as 300-level electives with approval of the major adviser.

Study Abroad Adviser: Your major adviser for Environmental Science and Policy
The Minor

Advisers: Advisers for the major also serve as advisers for the minor.

The minor consists of six courses chosen with the guidance and approval of an ES&P adviser. Interested students are urged to meet with the Director, Coordinator and/or an ES&P adviser early in their academic planning.

Requirements: Six courses including ENV 101, two courses from the natural science category (must not be in the same area), one course from the social science, humanities and policy category, plus two electives in consultation with the minor adviser. For three of the six courses, two must be 200-level or higher; normally the third should be above the 100-level.

ENV 100 may not be used as an elective. ENV 201/202 and ENV 311 may count as electives toward the minor, but do not fulfill either the natural science or the social science, humanities and policy requirements. A course in statistics (e.g. MTH 245 or the equivalent) and Geographic Information Systems (e.g. ENV/GEO 150) are recommended. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with pre-approval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions. No more than one course may be taken S/U; ENV 101 may not be taken S/U.

Natural Sciences
All minors must take one course in two of the following four natural science areas.

Biological Sciences
BIO 154  Biodiversity, Ecology and Conservation
BIO 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

Chemistry
CHM 108  Environmental Chemistry
CHM 346  Environmental Analytical Chemistry

EGR 260  Mass and Energy Balances†
EGR 312  Thermochemical Processes in the Atmosphere†
GEO 301  Aqueous Geochemistry†*  

Geosciences
EGR 315  Ecohydrology†
GEO 101  Introduction to Earth Processes and History
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 301  Aqueous Geochemistry†*
GEO 309  Groundwater Geology

Physics and Engineering
EGR 100  Engineering for Everyone*  
EGR 260  Mass and Energy Balances†
EGR 312  Thermochemical Processes in the Atmosphere†
EGR 315  Ecohydrology†
PHY 100  Solar Energy and Sustainability
PHY 201  Renewable and Non-Renewable Energy: Science and Implications

†EGR 260, 312, and 315 and GEO 301 may be used to fulfill a natural science requirement in either of two categories.

*EGR 100 has several rotating themes; approval is granted for years when the focus is on energy and sustainability.

Social Sciences, Humanities and Policy
ANT 230  Africa: Peoples, Environment, and Development Issues
ANT 236  Economy, Ecology, and Society
ANT 241  Anthropology of Development
ECO 224  Environmental Economics
ENV 205  Environmental Policy: Economic Perspectives
GOV 254  Politics of the Global Environment
GOV 306  Politics and the Environment
SOC 233  Environment and Society
SOC 332  Seminar in Environmental Sociology
Electives

All minors must take two elective courses. Electives can include, but are not limited to, the approved list below.

BIO 103  Economic Botany: Plants and Human Affairs
BIO 110  Introductory Colloquia: Bacteria: The Good, The Bad, and the Absolutely Necessary
BIO 260  Invertebrate Diversity
BIO 264  Plant Diversity and Evolution
BIO 272  Vertebrate Biology
BIO 366  Biogeography
EAS 220  Environment and Society in Contemporary China
ECO 213  The World Food System
EGR 325  Electric Energy Systems
EGR 330  Engineering and Global Development
EGR 346  Hydrosystems Engineering
EGR 390  Seminar: Advanced Topics in Engineering: Science, Technology and Ethics
ENV 150/GEO 150 Modeling our World: An Introduction to Geographic Information Systems
ENV 201/202 Environmental Integration II: Collecting and Analyzing Information
ENV 266/GER 266 Landscapes of Northern Germany: Natural Environments and Human Influences
ENV 311  Environmental Integration III: Interpreting and Communicating Information
FYS 177  Global Environmental Changes and Challenges
GES 302  Costa Rica at a Crossroads: Examination of Globalization and Sustainability
GEO 270j  Carbonate Systems and Coral Reefs of the Bahamas
GEO 231  Invertebrate Paleontology and Paleoecology
GEO 232  Sedimentology
GEO 251  Geomorphology
GOV 207  Politics of Public Policy
HST 299  Ecology and History in Africa
PHI 238  Environmental Ethics
PHI 304  Colloquium in Applied Ethics: Sustainability
POR 221  Topics in Portuguese and Brazilian Literature and Culture: Eco Brazil: Key Environmental Issues
PPL 220  Public Policy Analysis
SOC 232  World Population

SPN 372  Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
SWG 230  Feminisms and the Fate of the Environment
Ethics

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Advisers
§1, †2 John M. Connolly, Professor of Philosophy
†1 Elizabeth V. Spelman, Professor of Philosophy
†2 Albert Mosley, Professor of Philosophy

Susan Levin, Professor of Philosophy
Jeffry Ramsey, Associate Professor of Philosophy
†1 Donna Riley, Associate Professor of Engineering
Ernest Alleva, Lecturer of Philosophy, Director

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

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

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

ANT 255  Dying and Death
EGR 205  Science, Technology and Ethics
PHI 221  Ethics and Society
PHI 235  Morality, Politics and the Law
PHI 238  Environmental Ethics
PHI 241  Business Ethics: Moral Issues in the Boardroom and the Classroom
PHI 242  Topics in Medical Ethics
PHI 304  Colloquium in Applied Ethics
PHI/PSY 275  Topics in Moral Psychology
SOC 203  Qualitative Methods

However, be sure to check the availability of courses each semester or consult with the director of the program.
Exercise and Sport Studies

Professors
Donald Steven Siegel, Ed.D.
James H. Johnson, Ph.D.
Barbara Brehm-Curtis, Ed.D.
Christine M. Shelton, M.S., Chair

Lecturers
Lynn Oberbillig, M.B.A.
Tim Bacon, M.A.
Jacqueline Bie, M.S.

Performance Instructors
Kim Bierwert, B.S.
Christine Davis, M.S.
Bonnie May, M.S.
Suzanne Payne, M.Ed.
Carla Coffey, M.A.
Karen Klinger, M.S.
David Stillman, B.S.
Richard Cesario
Rosalie Peri, RN, CPT, RYT200
Craig Collins, B.S.
Nancy Rothenberg, 3rd degree black belt
Lisa Thompson, B.A.
Lynne Paterson, RYT200
Scott Johnson, B.S.
Ellen O’Neil, M.S.T.

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

A. Theory Courses

100 Playing the Game: Introduction to Exercise and Sport Studies
An overview of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, biophysical experiences and professional possibilities. 4 credits
Christine Shelton
Offered Fall 2012

107 Emergency Care
The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 10. 2 credits
Craig Collins
Offered both semesters
110 Introduction to Sports Coaching
This course will introduce students to the principles of coaching that are applicable to all sports. Content will include the following areas of sport science: Pedagogy, Leadership, Psychology, Biomechanics, Physiology, Growth & Development and areas of Health & 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
Katlin Okamoto
Offered Fall 2012

118 Wellness 101
A course created for Smith students with little background or experience with physical activity. Many students develop unhealthy behavior patterns, including sedentary lifestyle, poor nutrition and/or high stress levels that detract from academic performance, and interface with weight control and health. This course will teach students the fundamentals of a wellness lifestyle, and give them an opportunity to assess current levels of wellness and create an individualized wellness plan. Enrollment limited to 30. 1 credit
To be announced
Offered Spring 2013

130 Stress Management
This course is designed to introduce students to the principles and practice of stress management. Through class exercises, discussion, reading and practice students’ ability to think critically about their stress, analyzing the main causes — and then apply scientific principles to design individualized programs, will improve. Clear writing and articulate speaking are expected and form part of your evaluation for this course. Enrollment limited to 20. 2 credits
To be announced, Fall 2012
To be announced, Spring 2013
Offered both semesters

175 Applied Exercise Science
An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy, and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. {N} 4 credits
James Johnson
Offered Spring 2013

175j Applied Exercise Science
Same description as 175 above. 2 credits
Patricia Cipicchio
Offered during Interterm 2013

200 Sport: In Search of the American Dream
A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic, and/or sexual oppression in the athletic arena. {H/S} 4 credits
Donald Siegel and Christine Shelton
Offered Spring 2013

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media’s representation of women, and gender bias in health care. An international perspective on women’s health will also be considered. {N} 4 credits
Leslie Jaffe
Offered Spring 2013

215 Physiology of Exercise
Exercise, sport, and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 150 or permission of the instructor. This course also counts toward the major in biology. Enrollment limited to 20. {N} 4 credits
James Johnson
Offered Spring 2013
220 Psychology of Sport
An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations, and a collaborative writing project. PSY 111 is recommended but is not a prerequisite. [S] 4 credits
Tim Bacon
Offered Fall 2012

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 2013

250 Nutrition and Health
An introduction to the science of human nutrition. We will study digestion, absorption, and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism, and women's nutrition concerns. High school chemistry recommended but not required. [N] 4 credits
Barbara Brehm-Curtis
Offered Spring 2013

280 Applied Sports Medicine
Injuries due to involvement in sport result in untold expense, discomfort, and possible lifelong problems. The etiology and prevention of injury are discussed. Also covered are overtraining, childhood sport and specialization, and how to maintain healthy athletes. The most common sport injuries are analyzed. Lecture and discussion are supported by applied laboratory exercises. Enrollment limited to 20. [N] 4 credits
James Johnson
Offered Fall 2012

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. This course may not be taken for the S/U grading option. Enrollment limited to 14. [N] 4 credits
Barbara Brehm-Curtis
Offered Spring 2013

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

B. Performance Courses—Credit
Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

901 Aquatic Activities
Beginning Swimming
A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety and enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and comfort in the
water. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or non-swimmers. 1 credit

Karen Klinger, Fall 2012
Mary Merrill, Spring 2013
Offered both semesters

Advanced Beginning Swimming
This course will focus on the improvement of swimming skills. Performance goals include being able to swim all 4 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, Fall 2012
Bronwen Gainsford, Spring 2013
Offered both semesters

Intermediate Swimming
This course will focus on improving swimming techniques in all 4 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 2012

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

Craig Collins
Offered both semesters

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, physiology and techniques of SCUBA diving. Students must supply their own mask, fins, snorkel which may be purchased through the instructor. Optional NAUI certification through open water dives is available for a fee. Prerequisite: satisfactory swimming skills, and good health. Enrollment limited to 20. 1 credit

David Stillman
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. Prerequisites: 300 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

920 Fencing

Fencing I
The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. 1 credit

Jacqueline Blei
Offered both semesters

Fencing II
Building on skills learned in Fencing I (Foil) epee and sabre and the differences between each style will be taught. Class will cover footwork, positions, offense, defense, and tactics particular to each weapon. Class will incorporate dynamic stretching and plyometric training to improve students’ fitness with emphasis on partner drills and bouting, leading to in-class tournaments. Students will also learn about the world of competitive fencing from local events to World Cups and the Olympics. Prerequisite: Fencing I or permission of the instructor. Enrollment limited to 10. 1 credit

Scott Tunderman
Offered Spring 2013

925 Golf

Golf I—Beginner
An introduction to the game of golf. Taught from “green to tee,” this course will teach the basic mechanics of the swing as well as correct club selection. The
initial focus of the course will be directed to the “short game” and develop toward appropriate use of mid-, and long irons, concluding with woods/metals. Applied rules of golf and etiquette will also be addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Enrollment limited to 10 per section. 1 credit
Fran Vandermeer, Kelly O’Connell, Fall 2012
Lynn Hersey, Spring 2013
Offered both semesters

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 eDigest.
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, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss
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, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss
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, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss
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, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss
Offered both semesters

940 Outdoor Skills

Outdoor Adventure Sampler I
This exciting course is an opportunity to experience the many activities that make up the world of Outdoor Adventure. While visiting many of our local natural areas, students may be introduced to rock climbing, kayaking, canoeing, mountain biking, orienteering and backcountry travel. This class meets the first six weeks of the semester. Enrollment limited to 10. 1 credit
Katrina O’Brien
Offered in the Fall 2012

Outdoor Adventure Sampler II
This winter season sampler course is another opportunity to experience the various activities that keep us outside and having fun in the snow. While visiting our many local natural areas, students will be introduced to nordic skiing, snowshoeing, ice climbing, caving, snow shelter building, winter canoeing & kayaking, and the essentials of backcountry travel in the cold. This class meets the first seven weeks of the semester. Enrollment limited to 10. (E) 1 credit
Katrina O’Brien
Offered Spring 2013

Wilderness Skills
The objective of this course is to teach students the fundamentals of wilderness skills, outdoor living and travel. This will include, but not be limited to principles of orienteering and navigation, backcountry camp craft, shelter building, travel techniques in different regions and conditions, low-impact camping theories, fire building and various primitive skills. An emphasis is placed on traveling lightweight while following leave-no-trace (LNT) principles. (E) 1 credit
Scott Johnson
Offered Fall 2012

Flatwater Canoeing
An introduction to solo and tandem canoeing. Students progress from flatwater lake paddling to river running in this outdoor adventure class. Students are also taught how to take a multi-day canoe trip and learn such touring skills as map reading, portaging, planning and camp cooking. Students have the opportunity to participate in a weekend overnight trip. This class meets the first six weeks of the semester. Enrollment limited to 10. 1 credit
Katrina O’Brien
Offered Fall 2012
Whitewater Canoeing
An introduction to solo and tandem whitewater canoeing. This exciting class is taught on local rivers offering Class I and II rapids during the spring. Prerequisite: Previous flatwater canoeing experience, plus satisfactory swimming skills. This class meets the last six weeks of the semester. Enrollment limited to 10. 1 credit
Katrina O’Brien
Offered Spring 2013

Whitewater Kayaking
An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, then progresses to local fast water rivers. Students should expect to run Class I and II rapids. Prerequisite: satisfactory swimming skills. Enrollment limited to six per section. 1 credit
Scott Johnson, Katrina O’Brien
Offered Spring 2013

Rock Climbing I
This course is designed to introduce the fundamentals of rock climbing to the beginner. It will emphasize smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building will also be covered. Safety issues will also be a strong emphasis in this course. The majority of class time will take place on the Ainsworth Gym Climbing Wall, but will also include two off-campus trips. Enrollment limited to 12. 1 credit
Scott Johnson
Offered both semesters

Rock Climbing II
This active course will quickly review the fundamentals of rock climbing and top-rope anchor building, then proceed to introduce more advanced skills with a greater emphasis on lead sport climbing and traditional gear placement. Safety issues will remain a strong emphasis in this course. The majority of class time will take place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. This class meets the first six weeks of the semester. Enrollment limited to 8. 1 credit
Scott Johnson
Offered Fall 2012

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 Messer
Offered Spring 2013

Kickboxing II
This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class will include group, partner and individual training consisting of but not limited to: short group cardio workouts, jumping rope, medicine balls, weights, fitness balls, floor mat work, striking mitts, striking paddles and heavy bag training. Prerequisite: Each student must have completed the Kickboxing I class or has completed another Kickboxing Course that is instructor approved. Good health is a must. Participating student will be challenged at a high fitness level. Enrollment limited to 18. 1 credit
Judy Messer
Offered Spring 2013

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
Rebecca Madison and Karen Waterman, Francesca Jackson and Mary Merrill, Fall 2012
Francesca Jackson, Spring 2013
Offered both semesters
**945j Physical Conditioning**
A repetition of 945. 1 credit
*Mary Merrill and Rebecca Madison*
Offered during Interterm 2013

**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, Fall 2012*
*Courtney Jaworski and Rebecca Madison, Spring 2013*
Offered both semesters

**360 Degree Fitness**
A vigorous fitness course designed for students interested in high level training. Individual assessments are made to assess aerobic and anaerobic power. We will assess VO2 max, power, speed, and agility. Individualized training programs will be developed and administered. Enrollment limited to 12. 1 credit
*Jaime Ginsberg*
Offered Spring 2013

**Functional Resistance Training**
(Pending CAP approval)
This course provides an introduction to various methods of resistance training. The focus of this class is functional strength training. Students will learn specific training methods with a purpose. This is an ideal course for students interested in sport, applied sports medicine, and rehabilitation. Enrollment limited to 20. 1 credit
*Jaime Ginsberg*
Offered Fall 2012

**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 Pilate’s 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 Spring 2013

**950 Sculling**
An introduction to sculling techniques. A variety of boats are utilized to teach this great lifetime sport including singles and doubles. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Enrollment limited to 8 per section. 1 credit
*Grace Hollowell, Fall*
*Amanda Kulik, Spring*
Offered both semesters

**955 Self Defense**

**Self Defense I**
This course offers strategies for personal safety and confident communication skills. Non-verbal, verbal and physical techniques will be emphasized. Enrollment limited to 20. 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

**Qigong**
Qigong (or chi kung) is an internal Chinese meditative practice which uses slow and precise body movements, controlled breathing and mental focusing to promote the circulation of qi (life force energy), increase coordination, flexibility, muscle strength and overall health and well-being. Students learn 36 warm-up exercises from the Chinese system of Liangong and 64 Move-
Tai Chi I
An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health, and self-defense applications. No prerequisites. Enrollment limited to 20 per section. 1 credit
Richard Cesario
Offered both semesters

Ba Gua Zhang
Eight Trigram Palm, is a traditional Chinese martial art once used by the Emperor’s Imperial Guard. Its theory is based on the I Ching, (Book of Changes), and the eight surrounding trigrams. As a martial art, Ba Gua Zhang incorporates a number of training methods, making it a challenging and effective practice in terms of self defense and health building. This course will teach strengthening postures, strike sequences, turning the circle, and forms which are the 4 pillars of this unique martial art. Enrollment limited to 20. 1 credit
Richard Cesario
Offered Spring 2013

960 Racket Sports

Badminton
The development of badminton skills, strokes, and strategy. Students will learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course will meet first 8 weeks of the semester. 1 credit
Jacqueline Blei & Kaillie Briscoe
Offered Spring 2013

960j Badminton
A repetition of 960. Enrollment limited to 16. 1 credit
Kaillie Briscoe and Karen Waterman
Offered Interterm 2013

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. 1 credit
Dorothy Steele
Offered both semesters

Tennis I—Beginning
Students will be introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning will be presented. Tennis rules and etiquette will be included in the curriculum. Enrollment limited to 16 per section. 1 credit
Amanda Kalik, Bronwen Gainsford, Fall
Amanda Kalik, Spring
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 Davis, Fall
Christine Davis, Dorothy Steele, Spring
Offered both semesters

975 Yoga

Yoga I
An introduction to basic hatha yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility, and enjoy the mind/body connection. Enrollment limited to 26. 1 credit
Elizabeth Thompson, Lynne Paterson, Jo Schneiderman
Offered both semesters

Yoga II
Continuing level of Anusara Yoga will include a refinement of postures, breath and meditation techniques. Introduction of intermediate postures with emphasis on standing poses, backbends, inversions and arm balances, will provide a vehicle for deeper exploration of yoga practice and philosophy. Prerequisite: Yoga I. Enrollment limited to 26. 1 credit
Lynne Paterson
Offered Spring 2013
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 Department of Exercise and Sport Studies minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite, or other fitness programs; and the health sciences such as physical therapy and medicine. Students interested in coaching receive certification.

Requirements: Six four-credit courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. In addition, one appropriate course from another department may be substituted with the adviser’s permission. A maximum of four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Areas of Emphasis and Course Recommendations

Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education
ESS 100, 107, 110, 215, 220, 225 & EDC 336

Exercise Science
ESS 100, 107, 210, 215, 220, 250, 400

Health
ESS 100, 107, 130, 140, 250, 340 & IDP 208

Sociocultural Perspectives
ESS 100, 130, 140, 200, 215, 220, 225, 230, 340

Graduate

M.S. in Exercise and Sport Studies

Adviser: Donald Siegel

Requirements: The master’s degree in exercise and sport studies is a 51-credit program that is tracked over the course of two years. Candidates receive theoretical and applied practice in coaching through 12 credits of a practicum experience by serving as an assistant coach to an intercollegiate team.

Additional information can be found in the Graduate and Special Programs section and at: www.smith.edu/gradstudy/ess.php.

502 Philosophy and Ethics
This course will introduce selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course will examine beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. 2 credits
Don Siegel
Offered Fall 2012

503 Legal Issues in Sport
Legal concepts in the context of sport. Selected legal issues as they relate to coaching including topics such as negligence, contract law, statutory and constitutional law, and defamation and risk analysis/management will be examined. Appropriate case studies and related contemporary sources will provide the platform for discussion. 2 credits
To be announced
Offered Fall 2012

505d Practical Foundations of Coaching
Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids. 6 credits
Jacqueline Blei, Bonnie May
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. 6 credits
Jacqueline Blei, Bonnie May
Full-year course; Offered each year

507 Critical Thinking and Research in Coaching
A colloquium on current research in coaching. Emphasis will be placed on evaluating and presenting evidence accurately and applying scientific reasoning. May be repeated for credit. 1 credit
Timothy Bacon
Offered Fall 2012

515 Physiology of Exercise and Sport
An advanced course in the energetics of participation in various sports. The emphasis in this course is the application of exercise physiology to sport. Students study bioenergetics, exercise fuels, training, environmental concerns, and overtraining. A major emphasis is the development of an annual training plan for athletes. [N] 4 credits
James Johnson
Offered Spring 2013

520 Sport Leadership for Coaches
The main purpose of this course is to enable students to develop critical thinking abilities around the leadership of sport teams. The content of the course is composed of an examination and application of the most practical and popular models of sports leadership and also includes the topics of Cultural Competence and Personal Performance Management. (E) 2 credits
Tim Bacon
Offered Spring 2013

550 Women In Sport
A course documenting the role of women in sport as parallel and complementary to women’s place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in women’s sport. Offered in alternate years. [S] 4 credits
Christine Shelton
Offered Spring 2013

565 Seminar in Skill Acquisition and Performance
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required. [N] 4 credits
Don Siegel, Christine Shelton, Lynn Oberbillig
Offered Fall 2012

575 Sports Medicine
Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. [N] 2 credits
Kelli Steele
Offered Fall 2012

580 Special Studies
Coaching issues, exercise science, and sociocultural aspects of sport or other approved topics. Hours scheduled individually. Optional for graduate students. 1 to 4 credits
Members of the department
Offered both semesters

590 Thesis
Optional for graduate students. 4 credits
Offered both semesters

590d Thesis
Optional for graduate students. 2 or 4 credits per semester
Full-year course
Film Studies

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Associate Professor
†1 Alexandra Keller, Ph.D.

McPherson Post-Doctoral Fellow
Jennifer Malkowski, Ph.D.

Assistant Professor
Bernadine Mellis, M.F.A. (Five College Visiting Artist of Film and Video Production)

Lecturer
Lokeilani Kaimana, M.A.

Advisers
†1 Anna Botta, Professor of Italian Language and Literature and of Comparative Literature
†1 Dawn Fulton, Associate Professor of French Studies
†1 Jefferson Hunter, Professor of English Language and Literature and of Film Studies
†1 Alexandra Keller, Associate Professor of Film Studies
*2 Barbara Kellum, Professor of Art
Daniel Kramer, Assistant Professor of Theatre
Richard Millington, Professor of English Language and Literature
Fraser Stables, Associate Professor of Art
†1 Frazer Ward, Associate Professor of Art
*2 Joel Westerdale, Assistant Professor of German Studies

150 Introduction to Film Studies
This course offers an overview of cinema as an artistic, industrial, ideological and social force. Students will become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, performance, narration and formal structure, etc.), the terminology of film production, and the relations among industrial, ideological, artistic and social issues. Films (both classic and contemporary, mainstream and experimental) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 60. Priority given to Smith College film studies minors and Five College film studies majors. Formerly FLS 150. [A] 4 credits
Jennifer Malkowski
Offered Fall 2012

241 Genre/Period
Topic: Screwball Comedy. Classic screwball comedies were produced in a ten-year period, from Capra’s It Happened One Night (1934) to Sturges’s Miracle at Morgan’s Creek (1944). The class will screen 20 films from these years, although it will include a few later films: Wilder’s Some Like It Hot (1959), Mann’s Lover Come Back (1962) and the Coen Brothers’ Intolerable Cruelty (2003). We will examine the genre in its historical context and examine elements of the system studios, writers, producers, clothes and set designers, actors that produced this astonishingly witty and short-lived film genre. (E) [A] 4 credits
Margaret Bruzelius
Offered Fall 2012

250 Queer Cinema/Queer Media
From the queer avant-garde of Kenneth Anger and Su Friedrich, to The Kids Are Alright and Glee, the queer in film and television is often conflated with gay and lesbian representation on screen. Instead of collapsing queer cinema into a representational politics of gay and lesbian film and television, we look at theories and practices that uphold what queerness means in a contemporary framework of American neoliberalism and transnational media. Screenings include the New Queer Cinema classics Paris Is Burning, It Wasn’t Love and Poison, and work by multimedia artists including Shu Lea Cheang, Issac Julien, Carmelita Tropicana and PJ Raval. Readings by Alexander Doty,
Thomas Elsaesser, Kobena Mercer, Jasbir Puar, B. Ruby Rich, Judith Halberstam, José E. Muñoz, Chris Straayer and Hayden White.

Lokeilani Kaimana
Offered Spring 2013

255/ARS 280 Film and Art History (C)
Topic: Swords and S(c)andals: Ancient Rome in Film.
Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO’s Rome (2005–07) and Ridley Scott’s Gladiator (2000), we’ll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical and ideological terms. Their 20th-century counterparts from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classics like Caligula (1979) will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. {A/H}

4 credits

Barbara Kellum
Offered Spring 2013

260 New Media and Participatory Culture
Among the theoretical claims made for the newness of new media, one of the most central is that new media are interactive, turning passive consumers into active, engaged participants. Such participants can shoot and edit their own movies with digital tools, write online critiques of their favorite TV shows to influence other fans and even the shows’ creators, or rally support for a political cause by posting activist videos on YouTube. This course will explore the shape of this technologically-enabled “participatory culture,” its impact on American culture, and cracks in the foundation of the “digital utopia.”
Enrollment limit: 20. 4 credits

Jennifer Malkowski
Offered Spring 2013

280 Introduction to Video Production
Topic: First Person Documentary. This course provides a foundation in the principles, techniques, and equipment involved in making short videos. In it, students will make short documentary films from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12. {A} 4 credits

Bernadine Mellis
Offered Fall 2012

351 Film Theory
This upper-level seminar explores central currents in film theory. Among the ideas, movements and concepts we will examine: formalist, realist, structuralist, psychoanalytic, feminist, and poststructuralist theories, and auteur; genre, queer and cultural studies approaches to questions regarding the nature, function, and possibilities of cinema. We will also consider how new media and new media theories relate to our experience in film and film theory. We will understand film theory readings through the socio-cultural context in which they were and are developed. We will also be particularly attentive to the history of film theory: how theories exist in conversation with each other, as well as how other intellectual and cultural theories influence the development, nature and mission of theories of the moving image. We will emphasize written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, Cahiers du Cinema, the Dogme Collective, Manovich, etc.), but will also look at instantiations of film theory that are themselves acts of cinema (Man with a Movie Camera, Rock Hudson’s Home Movies, The Meeting of Two Queens). The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills the film theory requirement for the major and minor. Enrollment limited to 12. Prerequisite: FLS 150 or the equivalent. Priority given to Smith College film studies minors and Five College film studies majors. Priority given to seniors, then juniors. {A} 4 credits

Lokeilani Kaimana
Offered Spring 2013

400 Special Studies
1–4 credits
Offered both semesters each year
Crosslisted Courses

ARH 280 Film and Art History (C)  
*Topic: Swords and S(c)andals: Ancient Rome in Film*  
Barbara Kellum  
Offered Spring 2013

FRN 252 French Cinema: Paris on Screen  
Martine Gantrel  
Offered Spring 2013

FYS 119 Performance and Film Criticism  
Kiki Gournaridou  
Offered Fall 2012

FYS 175 Love Stories  
Ambreen Hai  
Offered Fall 2012

GER 231 Topics in German Cinema  
*Topic: Nazi Cinema*  
Joel Westerdale  
Offered Fall 2012

THE 242 Acting II  
*Topic: Acting and Directing Actors for the Camera*  
Daniel Elihu Kramer  
Offered Spring 2013

THE 318 Movements in Design  
*Topic: Production Design for Film*  
Edward Check  
Offered Spring 2013

THE 361 Screenwriting  
Andrea Hairston  
Offered Spring 2013

THE 362 Screenwriting  
Andrea Hairston  
Offered Spring 2013

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 is comprised of 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**
Alexandra Keller, Director, Film Studies Program
Anna Botta, Italian Language and Literature
Dawn Fulton, Department of French Studies
Jefferson Hunter, Department of English Language and Literature
Barbara Kellum, Department of Art
Daniel Kramer, Department of Theatre
Rick Millington, Department of English Language and Literature
Fraser Stables, Department of Art
Frazer Ward, Associate Professor of Art
Joel Westerdale, Department of German Studies

**The Minor**
The Film Studies Program provides the opportunity for in-depth study of the history, theory, and criticism of film and other forms of the moving image. Our goal is to expose students to a range of cinematic works, styles and movements and to help them understand the medium’s significance as an art form, as a technology, as a means of cultural and political expression, and as symptomatic of social ideologies.

**Requirements:** Six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

**Required courses**
FLS 150 Introduction to Film Studies
FLS 351 Film Theory

**Smith College Advisers**
Anna Botta, Professor of Italian Language and Literature
Dawn Fulton, Associate Professor of French Studies
Jefferson Hunter, Professor of English Language and Literature
Alexandra Keller, Associate Professor of Film Studies, Director
Barbara Kellum, Professor of Art
Daniel Kramer, Assistant Professor of Theatre
Richard Millington, Professor of English Language and Literature
Fraser Stables, Assistant Professor of Art
Frazer Ward, Associate Professor of Art
Joel Westerdale, Assistant Professor of German Studies

**Honors**
**Director:** Barbara Kellum

**430d Honors Project**
A thesis on a film studies topic, or a creative project. 8 credits

**Members of the department**
**Full-year course; offered every year**

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
First-Year Seminars

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Alice L. Hearst, Professor of Government, Director

First-Year Seminars (FYS) are inter- or multi-disciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem that is of special interest to the instructor(s). First-Year Seminars are focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively. First-Year Seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-Year Seminars are small in size (16 students, 20 if team-taught) and are restricted to first-year students. They incorporate training in the use of intellectual capacities that form the foundation of a successful liberal arts education. These capacities include some or all of the following: writing, speaking, library research, accessing databases, working in small groups, quantitative reasoning, and critical thinking. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

FYS 102 Animal Rights
This course will examine the morality of the domination of other species for human interests: should non-human species have rights, or should we only have to show concern for their welfare. Pursuing these issues will involve disparate areas in philosophy (theoretical and applied ethics, philosophy of mind, philosophy of language, philosophy of biology) applied to the use of non-humans in agriculture, biology, psychology, and medicine. Enrollment limited to 16 first-year students. WI (E) 4 credits

John Brady (Geosciences)
Offered Fall 2012

FYS 103 Geology in the Field
Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17 first-year students. W (N) 4 credits

John Brady (Geosciences)
Offered Fall 2012

FYS 104 God and Evil
If God is perfectly good, wise, and powerful, why is there evil? For atheists, the problem of evil is a favored means of arguing against the existence of the God of the Abrahamic traditions (Judaism, Christianity, and Islam). For theists, reconciling God’s existence with evil is one of the main challenges of faith. This course examines the problem of evil and related questions: What is the nature of human free will? Would a perfectly good God create hell, or create species through natural selection? Texts include philosophical and religious works, novels, paintings, poems, and movies. Enrollment limited to 16 first-year students. WI (E) 4 credits

Samuel Ruhmkorff (Philosophy)
Offered Fall 2012

FYS 105 Jerusalem
A cultural and political history of one of the Western world’s most enduringly important cities, from the perspectives of comparative religion, literature, history, and contemporary Middle Eastern politics. Topics include the centrality of Jerusalem in the holy texts of Judaism, Christianity, and Islam; urban development and transformation of Jerusalem under successive empires and rulers; representations of Jerusalem through the ages in maps, art, poetry, travelogues, and memoir; the symbolic value of the city as sacred space in the contemporary conflict between Israelis and Palestinians. In
which ways does the relationship between faith, myth, and nationalism find itself intertwined in the ongoing struggle over “who owns Jerusalem?” Enrollment limited to 16 first-year students. WI \{L/H\} 4 credits
Justin Cammy (Jewish Studies)
Offered Fall 2012

**FYS 106 Growing Up Asian American**
What does the term “Asian American” mean? What difference might it make to grow up in the United States of America as an Asian American? This seminar will explore Asian American coming-of-age narratives from the early 20th century to the present. We will read novels, short stories, poems, plays, autobiographies, and films about childhood and adolescence, relations with parents, transracial adoption, dating, and travel to countries of heritage. We also will consult theories of Asian American identity from the field of psychology. Through class discussion, oral presentations, and writing, we will come to be more thoughtful and articulate about Asian American identities in particular and coming of age in general. Enrollment limited to 16 first-year students. WI \{L\} 4 credits
Floyd Cheung (English Language and Literature)
Offered Fall 2012

**FYS 108 “Curry: Gender, Race, Sexuality and Empire”**
As one early currency in the global trade of food, the spices in curry have sustained empires and built hybrid cultures. The circulation of food and food cultures has shaped normative gender and sexual relations and influenced how we racialize work. In South Asia, environmental questions about how to cultivate foods sustainably and how to distribute food equitably are vital components of the food security movement. In this course, we will study histories of curry in Empire, watch comedy sketches, read novels and investigate social movements around agriculture and food allocation in South Asia and the South Asian diaspora. Enrollment limited to 16 first-year students. WI \{S\} 4 credits
Elisabeth Armstrong (Study of Women and Gender)
Offered Fall 2012

**FYS 109 Exobiology: Origins of Life and the Search for Life in the Universe**
This course explores interdisciplinary approaches to the search for life in the Universe by using the Earth as a natural laboratory. We will address fundamental questions surrounding the formation of our solar system and the first appearance of life, the definition of life and how we can search for it elsewhere, and the biases we introduce by using Earth as a model system. The goal of this class is to present a multidisciplinary view of exobiology by integrating geology, chemistry, biology, astronomy, and physics. Enrollment limited to 16 first-year students. WI \{N\} 4 credits
Sara Pruss (Geosciences)
Offered Fall 2012

**FYS 114 Turning Points**
How have women in the Americas understood defining moments in life? We will read fictional and autobiographical narratives that seek to understand different kinds of turning points: coming of age, coming out, coming to freedom, coming to consciousness. We will consider turning points in history (migrations, internment, war, civil rights and the women’s movements) as well as personal turning points (falling in love, leaving home, resisting oppression) and ask how history and memory, the political and the personal define each other. We will ask how these stories can help us understand and tell stories about turning points in our times and lives. Enrollment limited to 16 first-year students. Counts toward the Study of Women and Gender major.
WI \{L\} 4 credits
Susan Van Dyne (Study of Women and Gender)
Offered Fall 2012

**FYS 116 Kyoto Through the Ages**
Kyoto is acclaimed by Japanese and foreigners alike as one of the world’s great cities, the embodiment in space and spirit of Japan’s rich cultural heritage. It is also a thriving modern metropolis of over a million people, as concerned with its future as it is proud of its past. In this course students will study Kyoto past and present, its culture and people, so as to better understand how it became the city it is today. Enrollment limited to 16 first-year students. WI \{H\} 4 credits
Thomas H. Roblich (East Asian Languages and Literatures)
Offered Fall 2012

**FYS 119 Performance and Film Criticism**
An introduction to the elements, history, and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar will explore different critical perspectives, such as psychoanalytic, feminist, political, and intercultural approaches. The students will attend live performances and film and video screenings, and will write their own reviews and critical responses. Seminar discussions and student presentations will be complemented by visits and conversations with invited
First-Year Seminars

FYS 121 The Evolution and Transformation of the Northampton State Hospital
This seminar explores the history of the Northampton State Hospital, its impact on the city of Northampton, and the current planning process around the redevelopment of the site. The former Northampton State Hospital grounds lie adjacent to Smith College. The facility was opened in the mid-1800s as the third hospital for the insane in Massachusetts. At its height, a century later, it had over 2000 patients and over 500 employees. In 1978, a federal district court consent decree ordered the increased use of community-based treatment as one part of a process of deinstitutionalizing the mentally ill in Western Massachusetts. In 1993 the hospital was officially closed. Subsequently, 120 acres of land and 45 buildings on the “campus” were made available by the state for reuse and future development. As a case study of socio-economic change and public policy, this seminar will explore the history of the Northampton State Hospital, deinstitutionalization, the hospital’s closing, the ongoing development of the site and efforts to memorialize the history of the hospital. Students will develop background and skills, including map reading, site visits, and historical research, to appreciate both the past and the future of the hospital grounds. Enrollment limited to 16 first year students. WI {H/S} 4 credits

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 Cherryh, J Crowley, G Schallar, and others. Enrollment limited to 16 first year students. WI, Quantitative Skills {N} 4 credits

FYS 132 Physics for Future Presidents
An introduction to the essential physics every world leader needs to know. Emphasis is on the conceptual understanding and application of physics relevant to real-world problems rather than mathematical computation. Topics include energy, power and explosives, rockets and satellites, radioactivity, nuclear power, and nuclear weapons, electric power generation and transmission, medical imaging, night vision, radar, and x-ray detection, earthquakes and waves, the earth’s energy balance and global warming, transistors, lasers and other quantum devices, and the critical role special and general relativity play in the functioning of GPS navigational devices. (E) WI {N/M} 4 credits

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

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. WI {N/M} 4 credits
FYS 142 Reacting to the Past
An interdisciplinary, historical role-playing course, consisting, typically, of two or three games from a list of about twenty games now in use. Students read from elaborate game books which place them in moments of heightened historical tension. The political and intellectual backgrounds are explained, game rules and elements are laid out, and supplementary readings are supplied. The class becomes a public body; students, working from role descriptions, become particular persons from the period and/or members of factional alliances. The purpose is to advance a policy agenda and achieve victory objectives by speech-making, cross-table debate, coalition building, bargaining, spying, and conspiracy. After a few set-up lectures, the game begins, and the students are in charge; the instructor retires to a corner of the room and functions as gamemaster/adviser. Deviations from the actual history, which some students will be trying to accomplish, are corrected in a post-mortem session. Students write papers, which are all game- and role-specific, but take no exams. Games used recently at Smith include: “The Threshold of Democracy: Athens in 403 B.C.”; “Confucianism and the Succession Crisis of the Wanli Emperor”; “The Trial of Anne Hutchinson”; “Henry VIII and the Reformation Parliament”; “Rousseau, Burke, and the Revolution in France, 1791”; “The Trial of Galileo”; and “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” To see a video of this class go to: www.youtube.com/watch?v=lUqSnPHQoUQ. WI {H} 4 credits Offered Fall 2012
Sections:
Section 1: Daniel Gardner (History and East Asian Studies); enrollment limited to 18 first-year students
Section 2: Pat Coby (Government); enrollment limited to 25 first-year students

FYS 158 Reading the Earth
This course calls us outdoors, to close observation of the natural world, practiced on the Smith campus and in the Connecticut River Valley. About half our time will be given to field trips and independent exploration, to noticing and recording what we see, to asking questions about how and why we see; and the rest of our time to engaging with the work of other observers, such as Darwin, Thoreau, Aldo Leopold, Barry Lopez, and Edward Abbey. Students will keep journals, present their observations in a variety of forms, and prepare a final project that may involve other media besides the written word and engage other periods besides the present. Enrollment limited to 16 first-year students. WI {L} 4 credits Sharon Seelig (English Language and Literature) Offered Fall 2012

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel
We will use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman’s adultery, and two that focus on a young man’s ambition—Balzac, *Pere Goriot*; Flaubert, *Madame Bovary*; Dostoevsky, *Crime and Punishment*; Tolstoy, *Anna Karenina* (there are some additional readings in history, criticism, and political theory). Enrollment limited to 16 first-year students. WI {L} 4 credits Michael Gorra (English Language and Literature) Offered Fall 2012

FYS 164 Issues in Artificial Intelligence
An introduction to several current issues in the area of Artificial Intelligence, and their potential future impact on society. We start by exploring the nature of intelligent behavior through the Turing Test and the Chinese Room argument. Deep philosophical questions are explored through the increasingly sophisticated game-playing capabilities of computers: checkers, chess, go. Next we turn to language: the challenges of machine translation, text-to-speech, and speech understanding. Then we investigate learning and discovery by computers, especially through neural networks, and genetic algorithms. Finally we explore robotics, from Roomba to autonomous vehicles. Here there are serious implications for labor (explored through the prediction of a technological “singularity”) as well as deep ethical issues. Prerequisites: Fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. No programming experience necessary. Enrollment limited to 16 first-year students. WI {M} 4 credits Alicea Wolfe (Computer Science) Offered Fall 2012

FYS 167 Viking Diaspora
The Norse colonies of Iceland and Greenland, and the attempted settlement of Vinland in North America, were the first European societies of the New World, revealing
patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. We will compare the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Our sources for these experimental communities are the oral memories of founding families preserved in the later Íslendingasögur ‘Sagas of Icelanders’ of the 13th century.

WI (L) 4 credits
Craig Davis (English Language and Literature)
Offered Fall 2012

FYS 175 Love Stories
Could a Jane Austen heroine ever marry a servant? What notions about class or decorum dictate what seem to be choices of the heart? How are individual desires shaped or produced by social, historical and cultural forces, by dominant assumptions about race, class, gender, or sexuality? How do dominant love stories both reflect these assumptions, and actively create or legislate the boundaries of what may be desired? How may non-dominant (queer or inter racial) love stories contest those boundaries, creating alternative narratives and possibilities? This course explores how notions of love, romance, marriage or sexual desire are structured by specific cultural and historical formations. We will closely analyze literature and film from a range of locations: British, American and postcolonial. We will also read some theoretical essays to provide conceptual tools for our analyses. Enrollment limited to 16 first-year students. WI 4 credits
Ambreen Hai (English Language and Literature)
Offered Fall 2012

FYS 176 Creativity and Innovation: From Theory to Practice
This course will examine various conceptions of creativity, emphasizing not only the role of the individual, but also the social and cultural context that surrounds the individual engaged in creative work. What characterizes a creative individual, product, or process? What can we learn by studying Creative Individuals and how they go about their work that can be applied to enhance our own personal creativity? We will examine a variety of creativity myths and test them by studying the peer-reviewed literature, and we will investigate how the concepts of creativity and innovation are related to and yet distinct from one another. Through careful case studies of individuals and institutions, we will examine the role of creativity in both problem solving as well as problem framing. Each student will have the opportunity to apply what she learns through a series of projects, presentations, and written assignments. Enrollment limited to 16 first-year students. WI 4 credits
Borjana Mikic (Engineering)
Offered Fall 2012

FYS 179 Rebellious Women
This writing-intensive First Year Seminar will introduce students to the rebellious women who have changed the American social and political landscape through reform, mobilization, cultural interventions, and outright rebellion. Using Estelle Freedman’s No Turning Back on the history of feminisms as our primary text, we will chronicle the history of feminist ideas and movements, interweaving historical change with contemporary debate. This course will use a variety of sources as our “texts” in addition to Freedman and will rely heavily on primary sources from the Sophia Smith Collection. The intention of this seminar is threefold: 1) to provide an overview of feminist ideas and action throughout American history, 2) to introduce students to primary documents and research methods, and 3) to encourage reflection and discussion on current women’s issues. Enrollment limited to 16 first-year students. (E) WI (H/S) 4 credits
Kelly Anderson (Study of Women and Gender)
Offered Fall 2012

FYS 180 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature, and a cultural lens through which the political, aesthetic, and moral sensibilities of different eras have been focused. Study of Roman, Medieval, Renaissance, Orientalist, Postcolonial, and Hollywood Cleopatras with the larger goal of understanding how political and cultural forces shape all narratives, even those purporting to be objective. Enrollment limited to 16 first-year students W (H/L) 4 credits
Nancy Shumate (Classics)
Offered Fall 2012

FYS 191 Sense and Essence in Nature
This course will focus on fragrant plants with emphasis on their science as well as their use and economic significance in different parts of the world. Throughout
history aromatic plant materials have been utilized as cures, perfumes and flavorings, and their extensive use continues at the present. The chemistry, botany and bioactivities of these natural products will provide the scientific content for the course. Their consideration in historical and cultural contexts, and also their depiction in literature and in art will provide an interdisciplinary approach to the subject matter. The course will utilize the Smith College Botanic Gardens as a main resource; other resources will include the Rare Book Room, the Art Museum and the Science Center facilities. No prerequisites. Enrollment limited to 16 first-year students. WI \( \text{(N)} \) 4 credits

Lâle Aka Burk (Chemistry)
Offered Fall 2012

**FYS 192 America in 1925**

Readings, discussions, and student projects will explore the transformation of a “Victorian” America into a “modernist” one by focusing on forms of expression and sites of conflict in 1925—the year of Fitzgerald’s The Great Gatsby, Bessie Smith’s “St. Louis Blues,” Alain Locke’s The New Negro, Chaplin’s The Gold Rush, the Scopes evolution trial, and the emergence of powerful new ideas in the social sciences—to cite just a few examples. Enrollment limited to 16 first-year students. WI \( \text{(L/H)} \) 4 credits

Richard Millington (English Language and Literature)
Offered Fall 2012

**FYS 195 Health and Wellness: Personal Perspectives**

This course explores health and wellness topics relevant to the student group. Students will learn about a number of health-related topics and explore them from academic and personal perspectives, using scientific information to inform and understand their experiences with health issues. We will discuss how to evaluate the glut of health information in the media, including Internet and print sources. Enrollment limited to 16 first-year students. WI \( \text{(N)} \) 4 credits

Barbara Brehm-Curtis
Offered Fall 2012

**FYS 197 On Display: Museums, Collections, and Exhibitions**

Why do people collect things and what do they collect? Members of this seminar will explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the Botanical Sciences herbarium collection or that cabinet of curiosities which is Mount Holyoke’s Skinner Museum we will research the histories of these collections and analyze the rationale of varying systems for ordering objects. By learning the critical skills of visual analysis and by grappling with the interpretations of art historians, anthropologists, and psychologists we’ll attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-year students. (E) WI \( \text{(A/H)} \) 4 credits

Barbara Kellum (Art)
Offered Fall 2012

**FYS 198 The Global Coffee Trail**

Billions of cups of coffee are consumed around the world every day. We will explore the history of the little green bean in the bright red berry, from its murky origins in North Africa, to its present status as the second most traded commodity in the world, after oil. Topics will include origin stories, the history of the “coffee house,” biochemical and physiological aspects of coffee consumption, coffee botany and techniques of cultivation, the coffee trade and organic and fair trade coffee movements. Students will investigate Northampton coffee-houses, visit a local coffee roaster, and work with the Botanic Garden. Enrollment limited to 16 first-year students. (E) WI \( \text{(S)} \) 4 credits

Nola Reinhardt (Economics)
Offered Fall 2012

**FYS 199 Re-Membering Marie Antoinette**

How can we reimagine, reconstruct, understand a historical personage? How do we perceive and get to “know” such a figure, and through this knowledge, the historical moment and context in which the person lived? We’ll examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters; biographies, portraits—official and unofficial— caricatures, pornographic pamphlets, fictional works such as plays, novels and films in which she figures. The course will incorporate a role-playing unit reenacting her trial, during which every member of the class will play the role of one of the important participants. Some film screenings. Enrollment limited to 16 first-year students. (E) WI \( \text{(L/H)} \) 4 credits

Janie Vanpée (French Studies)
Offered Fall 2012
The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 66–68 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

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<td>EAL 231</td>
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<td>EAL 248</td>
<td><em>The Tale of the Genji</em> and <em>The Pillow Book</em></td>
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EAL 261 Major Themes in Literature: East-West Perspectives
FRN 305 French Translation in Practice
ITL 340 The Theory and Practice of Translation
POR/SPN 280 Latin American Voices in Translation: Literature from the Margins of Modernity
POR/SPN 380 Advanced Literary Studies
RUS 126 Readings in 19th-Century Russian Literature
RUS 127 Readings in 20th-Century Russian Literature
RUS 235 Dostoevsky
RUS 237 The Heroine In Russian Literature from *The Primary Chronicle* to *Turgenev’s On the Eve*
RUS 238 Russian Cinema
RUS 239 Major Russian Writers
SPN 332 The Middle Ages Today
French Studies

Professors
1 Mary Ellen Birkett, Ph.D.
Ann Leone, (Professor of French Studies and Landscape Studies), Ph.D.
Janie Vanpée, Ph.D.
Eglal Doss-Quinby, Ph.D., Chair
§2 Martine Gantrel, Agrégée de l’Université, Docteur en Littérature Française

Associate Professors
§1 Jonathan Gosnell, Ph.D.
**1 Hélène Visentin, D.E.A, Docteur de L’Université
†1 Dawn Fulton, Ph.D.

Instructor
Mehammed Mack, M.A., M.Phil.

Lecturers
Christiane Métral, M.A.
Alfred Babo, Ph.D.
Carolyn Shread, Ph.D.

Visiting Lecturer from the École Normale Supérieure in Paris
Carole Delaitre, Master de lettres modernes

The French Studies curriculum focuses on communicative competence in today’s world, knowledge of contemporary cultures, investigation of concepts that have shaped French and Francophone identities, and the discovery of new perspectives. Unless otherwise indicated, all classes are conducted in French. Qualified students may apply for residence in La Maison Française, Dawes House.

Language Courses

101 Accelerated Elementary French
An accelerated introduction to French for real beginners based on the video method French in Action. Development of the ability to communicate confidently with an emphasis on the acquisition of listening, speaking, and writing skills, as well as cultural awareness. Four class meetings per week plus required daily video and audio work. Students completing the course normally enter FRN 102 or 103. Students must complete both FRN 101 and 102 or 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 18 per section. No spring pre-registration allowed. [F] 5 credits
Eglal Doss-Quinby, Ann Leone, Denise Rochat
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 18 per section. Priority will be given to first-year students. [F] 5 credits
Christiane Métral
Offered each Spring

103 Intensive Intermediate French
This course uses the same textbooks as FRN 102, at a faster pace and with additional work on reading, writing, and oral skills; special attention to composition and building vocabulary. Additional materials may include websites, podcasts, works by Colette, Maupassant, Sartre, and others. Prerequisite: FRN 101. Students completing this course may be eligible to enter FRN 230. Students who take FRN 102 may not take FRN 103. Admission only by permission of the instructor. [F] 5 credits
Ann Leone
Offered Spring 2013

120 Intermediate French
An intermediate language course designed for students with two or three years of high school French. Its main
objective is to develop cultural awareness and the ability to speak and write in French through exposure to a variety of media (literary texts, newspaper articles, ads, clips, films, videos, etc.). Students completing the course normally enter FRN 220. Enrollment limited to 18 per section. {F} 4 credits

Martine Gantrel, Christiane Métral
Offered each Fall

220 High Intermediate French
Review of communicative skills through writing and class discussion. Materials include a movie, a comic book, a play, and a novel. Prerequisite: three or four years of high school French, FRN 102 or 120, or permission of the instructor. Students completing the course normally enter FRN 230. Enrollment limited to 18 per section. {F} 4 credits

Carole Delaitre, Mehammed Mack, Christiane Métral
Fall 2012

Carole Delaitre, Mehammed Mack, Spring 2013
Offered each Fall and Spring

300 Advanced Composition
Emphasis on some of the more difficult points of French grammar and usage. Discussions and exercises based on various genres of writing and basic concepts in linguistics. Some work on phonetics. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. {F} 4 credits

Eglal Doss-Quinby
Offered Fall 2012

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 essential technical vocabulary, reading and writing business documents, and oral communication in a business setting. Prepares students for the Diplôme de français professionnel (Affaires B2) granted by the Paris Chamber of Commerce and Industry and administered at Smith College. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary, or permission of the instructor. {F} 4 credits

Eglal Doss-Quinby
Offered Spring 2013

Intermediate Courses in French Studies

230 Colloquia in French Studies
A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays, and cultural documents. Students may receive credit for only one section of FRN 230. Enrollment limited to 20 per section. Basis for the major. Prerequisite: FRN 220 or permission of the instructor. {L/F} 4 credits

Offered each Fall and Spring
Sections as follows:

Paris, a Multi-Layered City
An exploration of the cultural and urban development of Paris across time and in space with an emphasis on the 19th- and 20th-centuries. We will use an interactive digital platform to reconstruct the spaces, both real and imaginary, featured in novels, poetry, short stories, popular songs, visual documents, and maps that have evoked the city throughout its history. Works by Corneille, Maupassant, Baudelaire, Apollinaire, Desnos, Modiano, Vargas, Gavalda.

Hélène Visentin
Offered Fall 2012

Fantasy and Madness
A study of madness and its role in the literary tradition. The imagination, its powers and limits in the individual and society. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, J.-P. Sartre, Marguerite Duras.

Carole Delaitre
Offered Fall 2012

Childhood and Self-Discovery
An examination of the representation of childhood and its relationship to family, society, memory, creativity, and self-discovery. Readings from 19th- and 20th-century French and Francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle, and others.

Carole Delaitre
Offered Spring 2013

French Islam
“Islam de France” is a survey of contemporary flashpoints in the debate surrounding the place of Islam in French society. Students analyze a wide variety of new
media documents including internet resources, journalistic articles and blogs, advertising, music videos, documentaries, the “khutbas” of prominent imams, legal texts, political pamphlets and posters, slam poetry, talk shows, as well as photo and video art. The italicization of “de” in “Islam de France” reflects the extent to which the question of Islam’s possible roots in France has been contested: can a homegrown, European, even Republican Islamic tradition emerge in France?

Mehammed Mack
Offered Spring 2013

235j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
A total immersion course in French oral expression using authentic cultural materials: French films and televised versions of round table discussions, formal interviews, intellectual exchanges and documentary reporting. Students will learn how the French converse, argue, persuade, disagree and agree with one another. Interactive multimedia exercises, role-playing, debating, presenting formal exposés, and improving pronunciation. Prerequisite: FRN 230 or permission of the instructor. Admission by interview with the instructor during advising week. Enrollment limited to 14. {F} 4 credits
Christiane Métral
Offered Interterm 2014

250 Skyping with the French—Cross-Cultural Connections
Using webcam and videoconferencing technology, students will have conversations in real time with French students in Paris. We will examine youth culture in France and explore fundamental cultural differences between Americans and the French. Topics include cultural attitudes and beliefs, social values and institutions as well as relevant socio-economic issues. Material: textbooks, cultural essays, surveys, articles, films, and songs. Prerequisite: FRN 230 or higher. Enrollment limited to 15. {S/F} 4 credits
Christiane Métral
Offered Spring 2013

273 French Cinema
Topic: Paris on Screen. Few cities have inspired artists more than Paris. In this course, we will discuss how, starting with the New Wave, filmmakers have been using the City of Light to reflect some of the most significant cultural and social changes of their times. Readings in film criticism and other related topics. Film screenings mandatory. Course taught in French. Cross-listed with film studies. Prerequisite: FRN 230 or permission of the instructor. {L/A/F} 4 credits
Martine Gantrel
Offered Spring 2013

273 Things: Material Culture in Literature
Things are ubiquitous, they make us just as much as we make them. Objects can be aestheticized, fetishized, romanticized or they can be judged perverse, seductive, deceptive; they can provide knowledge or betray it; they can enable communication or distort it; they can create identity or destroy it. Across the centuries, French authors have used representations of objects crafted by humans in their literary creations to challenge oppositions between persons and things, between inanimate and animate, between subject and object. We will explore a spectrum of ways in which objects signify in works from a variety of genres and time periods. Prerequisite: FRN 230 or permission of the instructor. {L/F} 4 credits
Mary Ellen Birkett
Not offered 2012–13

275 Design by Fiction
Fiction writers produce design and invite us to think about it in various ways. In our mind’s eye, we see a virtual world created in their pages. We may discover design physically before us, on the page, or looking at the book itself as an object designed to tell us something quite different from the fiction it contains. Finally, a text may explore the seductions and dangers of the desire to design and to create. Authors include Guillaume de Lorris, Montaigne, Louis XIV, Alfred Jarry, Balzac, Zola, Huysmans, Apollinaire, Colette. Course may include observation of class meetings in art, architecture, landscape studies, engineering, and dance. Prerequisites: FRN 230 and one other 200-level course, or permission of the instructor. {E} {L/F} 4 credits
Ann Leone
Offered Spring 2013
282 Daily Life in 19th- and 20th-Century France
A study of post-revolutionary France as depicted by Balzac, Flaubert, Zola, Proust and others in their novels. Film adaptations of the novels will also be discussed. We will consider topics such as public versus private spheres; old values versus new ones; the rise of the middle class; bodies and sexuality; the modern self. Prerequisite: at least one course beyond FRN 230 or permission of the instructor. [L/F] 4 credits
Martine Gantrel
Offered Fall 2012

Advanced Courses in French Studies

Prerequisite: Two courses in French Studies at the 200 level or permission of the instructor.

FRN 301/CLT 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. [L/F] 1 credit
Janie Vanpée
Offered Fall 2012

305 French Translation in Practice
Practicum in French; must be taken concurrently with CLT 150. Students will read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts, and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: two courses in French Studies at the 200 level or permission of the instructor. [L/F] 2 credits
Carolyn Shread
Offered Spring 2013

343 Cultural Wars at the Theater
What effects does theater have on its audience and society at large? Does it corrupt the public and society, as J.-J. Rousseau argued, or on the contrary, can it morally reform its audience and society, as Diderot believed? The debate about the moral and political uses and misuses of theater animated the public, the philosophes and their critics, as well as the state, from the mid-17th century until the Révolution, and on to today. We will study the way authors, critics and the theater itself responded to the debate, from the classical drama of Racine and Molière, to the street theater of the Paris fairs and the influence of the Comédie italienne, from the new genres of the drame bourgeois to the liberation of the theater during the Revolution, and in the 20th- and 21st-centuries from the uses of theatre to resist the German occupation during WWII to the recent debate about the censoring of a new staging of Voltaire’s Le Fanatisme, ou Mahomet le Prophète, and the contemporary theatre of Ariane Mnouchkine which aims to raise the political consciousness of an audience to the crisis of global migration today. There will be a number of film screenings. [L/F] 4 credits
Janie Vanpée
Offered Spring 2013

363 In the Name of Love: Romance and the Romantic Novel in 19th-Century France
One of the most ancient and universal feelings, love is also infinitely elusive and as much about the self as it is about anything else. In this course, intended for literary as well as non-literary students, we will examine what the Romantic imagination has made of the mystery, magic and travails of love and how it confronted some of the major cultural and social issues of its time: marriage and happiness, exoticism, class divide, love and death. Novels by Bernardin de Saint-Pierre, Chateaubriand, George Sand, Lamartine, Alexandre Dumas and Nerval. [F/L] 4 credits
Martine Gantrel
Offered Spring 2013

380 Topics in French Cultural Studies
Immigration and Sexuality. This course examines the place of sexuality in discussions and representations of immigration to France. Through readings, lectures, and film screenings, students discover the role played by sexuality in immigration debates from the 1920s to the present day. As France’s media and political parties have debated whether postwar immigration from the former colonies has entailed the erosion of French identity, longstanding claims about religious or ethnic diversity have increasingly been accompanied by a sexualized rhetoric that accuses immigrants of advocating rigid gender norms and intolerance of sexual diversity. Authors studied include Frantz Fanon, Tahar Ben Jelloun, Fadela Amara, and Abdellah Taïa. [L/F] 4 credits
Mehammed Mack
Offered Fall 2012
We will study the figure of the intellectual from the 17th to the 20th century as well as some of the debates, polemics, intellectual activism in each period concerning subjects such as political power, intolerance, racism, fanaticism, feminism, and the death penalty. We will discuss how these debates have transformed French society, intellectual life, and political thought; and we will examine the emergence of the public intellectual (l'intellectuel engagé) and the antecedents of this recent concept by reading relevant scholarship and analyzing controversial ideas expressed through satire, philosophical texts, and intellectual battles by authors such as La Bruyère, Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Bourdieu, and Halimi. 4 credits

Hélène Visentin
Offered Fall 2012

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

Cross-Listed Courses and Recommended Courses from Other Departments and Programs

CLT 242 Where and What Is Main Street
Where is Main Street? What times, spaces or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We will begin by looking at American Main Streets, and then explore related concepts in British, French, German and Russian texts and other media. Prerequisite: one course in literary studies. Enrollment limited to 20. (E) 4 credits
Ann Leone
Offered Fall 2012

FYS 199 Re-Membering Marie Antoinette
How can we reimagine, reconstruct, understand a historical personage? How do we perceive and get to “know” such a figure, and through this knowledge, the historical moment and context in which the person lived? We’ll examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters; biographies, portraits—official and unofficial—cartoons, pornographic pamphlets, fictional works such as plays, novels and films in which she figures. The course will incorporate a role-playing unit reenacting her trial, during which every member of the class will play the role of one of the important participants. Some film screenings. Enrollment limited to 16 first-year students. (E) WI 4 credits
Janie Vanepee
Offered Fall 2012

Study Abroad in Paris or Geneva

Advisers:  Paris: Hélène Visentin (Fall); Janie Vanpee (Spring); Geneva: Christiane Metral

 Majors in French studies who spend the year in Paris or Geneva will normally meet certain major requirements during that year.

Language Preparation for Study Away on Smith Programs

Paris
Students going on the Smith College Study Abroad Program in Paris must meet the following requirements:
1) Minimum GPA of 3.0
2) Two years or the equivalent of college-level French, normally four 4-credit courses, including one course at the FRN 250 level or above in the spring semester of the year before study in Paris.
3) Students who enter Smith at the FRN 230 level or above are required to take at least three semesters of French prior to study in Paris, including one course at the FRN 250 level or above in the spring semester of the year before study in Paris.
4) Students beginning French with FRN 101 and 102 must take three four-credit French courses in their sophomore year.
Geneva
Students interested in any of the academic options offered by the Smith College Study Abroad in Geneva are encouraged to begin study of French and to pursue it prior to departure. Students on all three tracks (A, B and C) will study French language, or particular subjects of interest in French, while in Switzerland.

Track A (The Geneva International Internship Semester)

Students interested in the Geneva International Internship Semester in the spring semester are not required to take French before study abroad, as most coursework will be done in English. Students interested in the International Internship Semester in the fall must have at least two years or the equivalent of French study. Minimum GPA of 3.0 required.

Track B (University Studies in French or English)

Students considering a traditional program of study in Geneva should complete at least one year of college French to attend in the spring semester, or two years of French to study for the fall semester or the year. Minimum GPA of 3.0 required.

Track C (Advanced Program in International Studies and Development)

Available to full-year students only with at least one year of French and a minimum GPA of 3.5. Students will enroll in courses taught in French and/or English at the Graduate Institute of International and Development Studies.

The Major

Advisers: Mary Ellen Birkett, Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel, Jonathan Gosnell, Ann Leone, Mohammed Mack, Janie Vanpée, Hélène Visentin

Requirements
Ten four-credit courses at the 200 level or above, including:
1) The basis for the French Studies major: FRN 230;
2) One language course at the advanced level;
3) Three additional four-credit courses in French studies at the 300 level or higher, of which two must be taken in the senior year.

Of the remaining five courses, in consultation with her major adviser, a student may count up to four four-credit courses in appropriate departments other than French Studies; at least two of these four courses must be taught in French.

No more than one course counting toward the major may be taken for an S/U grade. Students considering graduate school in the humanities are encouraged to take CLT 300/FRN 301, Foundations of Contemporary Literary Theory.

Honors

Director: Ann Leone

430d Honors Project
8 credits
Full-year course; offered each year

431 Honors Project
8 credits
Offered Fall semester each year

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

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
Students contemplating a major in geosciences should elect 101 and 102, or 108, or FYS 103, and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

101 Introduction to Earth Processes and History
An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents, and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Students planning to major in geosciences should also take GEO 102 concurrently. (N) 4 credits
Amy Rhodes, Fall 2012
Robert Newton, Fall 2013
Offered Fall 2012, Fall 2013

102 Exploring the Local Geologic Landscape
The Connecticut Valley region is rich with geologic features that can be reached by a short van ride from Smith. This is a field-based course that explores that geology through weekly trips and associated assignments during which we will examine evidence for volcanoes, dinosaurs, glaciers, rifts, mountains, and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 Geology in the Field are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Enrollment limited to 17, with preference to students who are enrolled concurrently in GEO 101 or have already taken a Geoscience course. (N) 4 credits
Mark Brandriss, Amy Rhodes
Offered Fall 2012, Fall 2013

FYS 103 Geology in the Field
Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17. WI (N) 4 credits
John Brady
Offered Fall 2012, Fall 2013

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 2014
105 Natural Disasters: Confronting and Coping
An analysis of earthquakes, tsunami, floods, hurricanes and tornadoes, volcanic eruptions, landslides, asteroid impacts, and wildfires. Topics include: the current status of predicting disasters, how to minimize their impacts, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend, rapid climate change, and what the future holds. Discussion sections will focus on utilizing GIS (Geographic Information Systems) to investigate disaster mitigation. (N) 4 credits
Jack Loveless
Offered Fall 2012, Fall 2013

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
Mark Brandriss
Offered Spring 2013

108 Oceanography: An Introduction to the Marine Environment
An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one required field trip. (N) 4 credits
Sara Pruss
Offered Spring 2013, Spring 2014

112/ARC 112 Archaeological Geology of Rock Art and Stone Artifacts
What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples or rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes, and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artificial rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. (N) 4 credits
Bosljika Glumac
Offered Spring 2013

150/ENV 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, archaeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology, and art history. Enrollment limited to 20. (N) 4 credits
Jack Loveless
Offered Fall 2012, Fall 2013

221 Mineralogy
A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy, and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100 level course. 102 can be taken concurrently. Recommended: CHM 111 or equivalent. (N) 4 credits
John Brady
Offered Fall 2012, Fall 2013

222 Petrology
An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend
field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. (N) 4 credits

John Brady
Offered Spring 2013, Spring 2014

231 Invertebrate Paleontology and the History of Life
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and the importance of fossils in biostratigraphy. Special topics include speciation, functional adaptations, paleoenvironments, the origin of life, the record of mass extinctions and origins, and how life has changed through time. At least one weekend field trip. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100 level course. 102 can be taken concurrently; open without prerequisite to majors in the biological sciences. (N) 4 credits

Sara Pruss
Offered Fall 2012, Fall 2013

232 Sedimentary Geology
A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100 level course. 102 can be taken concurrently. (N) 4 credits

Bosiljka Glumac
Offered Fall 2012, Fall 2013

241 Structural Geology
The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Prerequisite: 101, or 102, or 108, or FYS 103. (N) 4 credits

Jack Loveless
Offered Spring 2013, Spring 2014

251 Geomorphology
The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories will involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories will include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108, or FYS 103. (N) 4 credits

Robert Newton
Offered Spring 2014

301 Aqueous Geochemistry
This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip will serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip. Prerequisites: One geoscience course and CHM 208 or CHM 111. (N) 4 credits

Amy Rhodes
Offered Spring 2013

309 Groundwater Geology
A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 101, or 102, or 108, or FYS 103 and MTH 111. Enrollment limited to 14. (N) 4 credits

Robert Newton
Offered Fall 2013

AST 330 FC30a Seminar: Topics in Astrophysics: Asteroids

334 Carbonate Sedimentology
(Pending CAP approval)
Students in this class will engage in detailed studies of the formation of carbonate sediments and rocks through participation in a required 7-10 day field trip to one of the modern tropical carbonate-producing environments (such as the Bahamas) during January interterm, followed by semester-long research projects based on the data and specimens collected in the field.
Students will present their results at Celebrating Collaborations in April. Class discussion topics will include the history of carbonate rocks from the Precambrian to the present. Prerequisite: GEO 232 and/or 231. Enrollment limited to 8. Registration by permission only. Interested students should contact the course instructor early in the Fall semester. Students will be responsible to partially cover expenses associated with the January trip. **Bosiljka Glumac**
Offered Spring 2013

### 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. Limited to geosciences seniors **Mark Brandriss**
Offered Spring 2013

### 400 Advanced Work or Special Problems in Geosciences
Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes. 1 to 4 credits **Members of the department**
Offered both semesters each year

The following Engineering courses is considered equivalent to a 300 level geoscience course and can be used to satisfy the elective advance level course requirement.

### EGR 315 Ecohydrology
This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake, and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas, and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 245 or 241. 4 credits **Andrew Guswa**
Not offered 2012–13

For additional offerings, see Five College Course Offerings by Five College Faculty.

### The Major

**Advisers:** for the class of 2013, Amy Rhodes; for the class of 2014, Bosiljka Glumac; for the class of 2015, John Brady; for the class of 2016, Jack Loveless

**Adviser for Study Abroad:** John Brady, 2012–13

**Basis:** 101 and 102, or 108, or FYS 103, or GEO 102 in conjunction with any other 100-level geoscience course.

**Requirements:** Beyond this basis, the requirements for individual tracks within the major include:

1) **Geoscience Track**

   b) Two advanced-level geoscience courses: a 4–6 credit summer geology field camp may substitute for one.

2) **Environmental Geoscience Track** (pending CAP approval)
   a) Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
   b) One ecology course: Biodiversity, Ecology and Conservation and Lab (BIO 154, 155), Marine Ecology and Lab (BIO 268, 269) (prereq BIO 154 or GEO 108), Principles of Ecology and Lab (BIO 266, 267) (prereq BIO 154 and a course in statistics), or Plant Ecology and Lab (BIO 364, 365) (prereq course in plant biology or ecology or environmental science).
Four intermediate-level geoscience courses: 221, 222, 231, 232, 241, or 251.

Two 300-level course in geosciences; a 4–6 credit summer geology field camp may substitute for one.

3) Educational Geoscience Track
a) Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Educational Psychology (EDC 238), *Growing up American: Adolescents and their Educational Institutions (EDC 342), Individual Differences Among Learners (EDC 347), Methods of Instruction (EDC 352), or *Teaching Science, Engineering, and Technology (EDC 390).

b) Six additional geoscience courses above the 100-level. One of these must be at the 300-level or be a 4-6 credit summer geology field camp course.

Note: This track does not lead to Educator Licensure. Students who wish to satisfy licensure requirements would need to take all EDC courses listed above, plus EDC 346 (Clinical Internship in Teaching), and should consult with a faculty member of the Department of Education and Child Study.

Smith courses that satisfy the advanced-level course requirement include: Any 300 level geoscience course, Ecohydrology (EGR 315), Seminar: Topics in Astrophysics-Asteroids (AST 330), Mechanics of Granular Media (EGR 340), and Advanced work or Special Problems in Geology (GEO 400). Appropriate courses taken at other institutions also may qualify, as does a 4–6 credit geology field camp.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. 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.

The Minor

Advisers: Same as for the major

Unlike the major where some courses outside the department can be counted towards the major, all courses counting towards the minor must come from the geosciences.

Students contemplating a minor in geosciences 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: Completion of the basis plus at least 24 credits in Geosciences, with no more than 14 credited at the 100-level.

Honors

Director: Amy Rhodes, 2012–13
Bosiljka Glumac, 2013–14

430d Honors Project
8 credits
Full-year course; Offered each year

432d Honors Project
12 credits
Full-year course; Offered each year

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

Field Experiences

The department regularly sponsors an off-campus field-based course for geoscience students. This course may be entirely during Interterm, such as recent courses in the Bahamas and Hawaii. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland, and Greece. Because there are many important geologic features that are not found in New England, geoscience majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

The Department of Geosciences is a member of the Keck Geology Consortium, a group of eighteen colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.
Students 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 are also recommended to take courses from other departments that treat a German topic.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 110y, 144, 200, or 250.

A. German Language

Credit is not granted for the first semester only of the year-long elementary language courses.

110y Elementary German
An introduction to spoken and written German, and to the culture and history of German-speaking people and countries. Emphasis on grammar and practical vocabulary for use in conversational practice, written exercises, and listening and reading comprehension. By the end of the year, students will be able to read short edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. (F) 10 credits
Sec. 1: Joel Westerdale
Sec. 2: Jocelyne Kolb (Fall); Judith Keyler-Mayer (Spring)
Full-year course; Offered each year

200 Intermediate German
A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. Prerequisite: 110y, permission of the instructor, or by placement. (F) 4 credits
Judith Keyler-Mayer
Offered Fall 2012

250 Advanced Intermediate German
Introduction and practice of more advanced elements of grammar, with an emphasis on expanding vocabulary. Discussion of topics in modern German culture; development of reading skills using unedited literary and journalistic texts; weekly writing assignments. Students who successfully complete GER 250 will be eligible for the Study Abroad in Hamburg. Prerequisite: 200, permission of the instructor, or by placement. (F) 4 credits
Judith Keyler-Mayer
Offered Spring 2013

350 Language and Power
Language as the transmission of politics and culture: a study of the German-language media (newspapers, magazines, internet, television, supplemented by a variety of films and texts to be chosen in accordance with the interests and academic disciplines of students in the class). Active and intense practice of written and oral German through weekly compositions and linguistic exercises, as well as discussions and presentations analyzing the manner in which linguistic nuances reflect...
cultural and political practices. Conducted in German. Prerequisite: a 300-level course in German, permission of the instructor, or by placement. 4 credits

Gertraud Gutzmann
Offered Fall 2012

B. German Literature and Society (Taught in German)

238 Topics in Media Studies
Topic: Reading Other People’s Mail: Letters in Literature and Life. Would Goethe’s Werther have used e-mail? What if Dangerous Liaisons had appeared as a blog? Starting with two epistolary novels, Goethe’s The Sufferings of Young Werther (1774) and Laclos’s Dangerous Liaisons (1784), we will study the art and function of letter-writing by men and women in fiction and reality from the 18th century to the present. Additional readings from, for example, Schiller, Austen, F. Schlegel, Rahel Levin, Fontane, Freud, Kafka, Rilke, Proust, Th. Mann, H. Arendt, Derrida. Taught in German. 4 credits

Jocelyne Kolb
Offered Spring 2013

300 Topics in German Culture and Society
Topic: Growing Up in German-Speaking Europe. This course will focus on the concept and the reality of growing up in German-speaking Europe at different points in the past and in the present. Participants will examine texts and films for and about children and analyze the societal role of children and young adults and their education through the centuries. Readings of texts by Heinrich Hoffmann, Ludwig Thoma, Johanna Spyri, Waldemar Bonsels, Erich Kästner, Christine Nöstlinger and others. Taught in German. 4 credits

Jocelyne Kolb
Offered Fall 2012

German Wit
Is humor incompatible with the German character? Why is there no German Shakespeare or Molière? If there is such a thing as German humor, is it connected to Jewishness? George Eliot raises such questions in her seminal essay on Heinrich Heine, “German Wit” (1854), which will provide the starting point for a consideration of wit, humor, irony, satire, comedy in the literature, opera, and film of German-speaking countries. Writings by, for example, Lessing, Heine, Büchner, Nestroy, Freud, Th. Mann, Kafka, Brecht, Dürrenmatt, Frisch, Bernhard; operas by Mozart, Wagner, and R. Strauss; films by Ernst Lubitsch, Billy Wilder, Doris Dörrie, and Dani Levy. Conducted in German. 4 credits

Jocelyne Kolb
Offered Spring 2013

400 Special Studies
Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. 1–4 credits

Offered both semesters each year

C. Courses in English

161 The Cultures of German-Speaking Europe
The purpose of this course is to provide curious students with a practical guide to the culture of German-speaking Europe from Teutonic barbarians to Teutonic rap. The main focus of this course will rest upon the interconnectedness of many diverse areas of German culture through the centuries (literature, art, philosophy, music, domestic culture, popular culture) and their relationship to contemporary life and society. Conducted in English. No previous knowledge of German culture or language required. 4 credits

Joel Westerdale
Offered Spring 2013

231 Topics in German Cinema
Topic: Nazi Cinema. A study of German cinema during the Third Reich: the legacy of Weimar cinema; popular and high culture in Nazi ideology; the political function of entertainment; the question of fascist esthetics; constructions of masculinity and femininity; imaginations of the Other. With special focus on the films of Leni Riefenstahl. For comparison we will draw on some American examples (F. Capra, C. Chaplin, F. Zinnemann).
Films to be studied: *Hitler Youth Quex; Triumph of the Will; Olympia; Jew Suess, Muenchhausen*, and others. Conducted in English. *(H/A) 4 credits*

**Joel Westerdale**
Offered Fall 2012

**Cross-Listed Courses**

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

**Jocelyne Kolb**
Offered Spring 2013

**JUD 287 The Holocaust**
The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally, and theologically respond to this persecution? *(H) 4 credits*

**Justin Cammy (Jewish Studies) and Ernest Benz (History)**
Offered Fall 2012

**D. Courses Offered on the Study Abroad Program in Hamburg**

**260 Orientation Program in Hamburg**
The Orientation Program has three main goals: 1) to ensure daily practice in spoken and written German needed for study at the University of Hamburg; 2) to offer a comprehensive introduction to current affairs in Germany (political parties, newspapers and magazines, economic concerns); 3) to offer extensive exposure to the cultural and social life of Hamburg and its environs. Students are also introduced to German terminology and methodology in their respective majors, to German academic prose style, and to a characteristic German form of academic oral presentation, the Referat. The Orientation Program culminates in the presentation of a Referat on a topic in each student’s academic area of concentration. *(F) 2 credits*

**Manfred Bonus, Sarah Lentz and staff**
Offered Fall 2012 and Spring 2013 for four weeks on the Junior Year in Hamburg

**GER 266/ ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences**
The course will include lectures, field trips to locations in Northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction into different landscape types of Northern Germany, their geology, characteristic plant and animal life, and their development through time. The effects of humans on landscape development will be highlighted for the last 6,000 years. Possibilities and constraints of sustainable development based on the natural resources of the region will be discussed. Different landscapes of Northern Germany will be visited over five days of field trips, to get a good overview of the landscape types present. *(E) (N/S) 4 credits*

**Kai Jensen (University of Hamburg, Biology Department)**
Offered Spring 2013 in Hamburg, Germany

**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 2012 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 2012 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 introduced to the form of the German term paper (Hausarbeit). {F} 4 credits

Jutta Gutzeit
Offered Fall 2012 and Spring 2013 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. Prerequisite: 290 or by placement. {F} 4 credits

Jutta Gutzeit
Offered Fall 2012, Spring 2013 on the Junior Year in Hamburg

320 Germany 1945–1990: Politics, Society, and Culture in the Two German States
This course, which provides a continuation of 270, will cover the post-war period of occupation; the founding of two German states; German-German relations during the Cold War; and the re-unification of Germany. Historical analysis; reading of selected literary works; screening of films. Prerequisite: 270, or permission of the instructor. Limited to students enrolled in the JYA program. {L/H/F} 4 credits

Rainer Nicolaysen
Offered Spring 2013 on the Junior Year in Hamburg

Adviser for Study Abroad: Joseph McVeigh, Jocelyne Kolb, Judith Keyler-Mayer

Courses other than those in the Smith Catalogue taken during the Study Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Basis: GER 200 (Intermediate German)

Requirements: Ten courses (or 40 credits) beyond the basis.

Required Courses: 161, 250, 300, 330, 338 or 348, 350, 360

Electives: Five further courses, of which at least two must be in German.

Students may count FYS 156 or GER 211 toward the major, but not both.

Period Requirements: Students must take at least one course representing each of the following periods: before 1832, 1832–1933, 1933–present

A ten-page paper may serve as fulfillment of the period requirement for any of the three periods. If the course is outside of the department, the paper must deal with a specifically German topic.

Courses outside the Department of German Studies may be counted toward the major with prior departmental approval.

The Minor

Advisers: Jocelyne Kolb, Joel Westerdale

Basis: GER 200 (Intermediate German)

Requirements: Six courses (or 24 credits) beyond the basis

Required Courses: Three courses are required: GER 161, GER 250, GER 350 or GER 360.

Electives: Three additional courses from those listed under the major, of which at least one must be in German.
Students may count FYS 156 or GER 211 toward the minor, but not both.

Courses other than those in the Smith catalogue taken during the Study Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Courses outside the Department of German Studies may be counted toward the minor with prior departmental approval.

Honors

Directors: Jocelyne Kolb

430d Honors Project
8 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Global Engagement Seminars

A Global Engagement Seminar is an intensive, credit-bearing summer seminar taught by a team of Smith faculty offered at an international site. Global Engagement Seminars carry five credits, may not be taken S/U, and consist of three parts:

1) mandatory meetings throughout the spring semester to prepare students academically and culturally for their experience away from campus;
2) an intensive seminar taught by Smith faculty members in May–June and;
3) a required internship following the seminar.

Approved Global Engagement Seminars are listed below. For current course information and applications, visit the Global Studies Center Web site at www.smith.edu/world/programs_engagement.php.

GES 301 Jerusalem
Explores Jerusalem as a contested sacred and political space. Topics include the centrality of the city in Judaism, Christianity, and Islam; archeology and the built landscape as a prism through which to understand the complicated layering of urban history and the competition between national communities; the importance of the city in contemporary Israeli and Palestinian national identities. Includes visits to sites of religious, historical, and political significance; meetings with local scholars, political figures, and community activists. Please note: this is not a course on the Israel–Palestine conflict, but rather a course on the historical and contemporary significance (religious, national, political) of the city of Jerusalem; the internships which follow the seminar must be based in Jerusalem and not elsewhere in Israel or the Palestinian territories. Students may count GES Jerusalem for credit towards the major/minor in government, Jewish studies and middle east studies. Students may petition their departments to have the course counted towards the major/minor in ancient studies, history, medieval studies and religion. All students are welcome to apply. Preference will be given to students with at least one course in the history, religion, politics, literature, or languages of the Middle East. The course is followed by a required service or learning internship in Jerusalem (minimum one month). Enrollment limited to 10. (E) \{H/L\} 5 credits
Justin Cammy (Jewish Studies), Donna Robinson Divine (Government)

GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability
Costa Rica is held as a model of sustainability and eco-friendly development, with legislation and regulation integral to its success. Yet, globalization is stressing the delicate balance between development on one side and human and environmental sustainability on the other. This course contests the idea that Costa Rica is a model of sustainability and examines how Costa Rica’s history and politics and changing economic pressures affect resource use, conservation practices, and environmental protection, climate and biodiversity. Site visits include San Jose, Monteverde cloud forest, the Guanacaste coast, and coastal rain and mangrove forests. This GES is accepted for credit toward the following majors: Government, Geosciences, Study of Women and Gender, and Environmental Science and Policy. Enrollment limited to 10. All students are welcome to apply, preference is given to rising juniors and seniors. Student selection based on application and interview. Some hiking over mountainous, cloud forest, and rain forest terrain required. Also students should expect some accommodations to be basic. Spanish language is not required but recommended for participation in the course. It may be required for some internships. (E) \{S/N\} 5 credits
Gary Lebring (Government and Study of Women & Gender), Amy Rhodes (Geosciences)

GES 303 From Labyrinth to Parthenon: Greek Myth and History in their Geological Context
This seminar will explore the relationship between the historical and cultural development of Ancient Greece
and the underlying geology of the Greek islands (Crete, Santorini, Syros, Delos) and mainland, (Athens/Attica, Delphi). Visits to key sites and museums to examine the art and archaeology of prehistoric and classical Greece as well as field study of the prominent geological features of each region. Students will study first-hand the celebrated monuments and masterpieces of the Minoan, Mycenaean and Classical Greek civilizations, and explore the region’s spectacular geological features, which had a dramatic, occasionally catastrophic, impact on the course of these civilizations. Some hiking over rough terrain, including one 11-mile hike. Following the seminar, students will remain in Athens for six-week internships in fields relevant to the seminar: geology, archaeology and museum studies. Insofar as possible, students will receive internships in a field of interest. GES 303 will count toward the major/minor in classical studies, ancient studies and archaeology. All students are welcome to apply; preference will be given to students with at least one course in geosciences and/or a relevant field of ancient studies (e.g., art/archaeology, classics, history). Student selection based on application and interview. Enrollment limited to 10 rising juniors and seniors. (E) {H/N} 5 credits

GES 304 Federico Garcia Lorca, Hidden and Revealed: An Itinerary of Life

In this course we will study the artistic trajectory of Federico García Lorca, one of the most influential poets and dramatists of the 20th century. Beginning with his years in Madrid, which he spent at the Residencia de Estudiantes, we will analyze the philosophical, political and aesthetic contexts, which shaped his personality as a creative artist. These include his work as a musician, designer, stage director and writer. Lorca’s journey to New York in 1929 will be explored through close reading of the two fundamental texts written while he was in the United States: The Public and Poet in New York. In approaching the figure of this creative artist, a sensitive barometer of his time, we encounter a modern, vibrant Spain, in the vanguard of arts and science, soon to be destroyed by the Spanish Civil War. The course consists of close reading of the texts in their original versions, analysis, and discussion; daily lectures by faculty; and intensive investigation of archives (in Madrid) and sites of cultural importance (in Cordoba, Granada and Seville). Through the study of dramatic texts, plus the application of actor-training methodologies, we will bring stories from the page to stage for a final presentation in Spanish. Performance strategies will be utilized during the course to enhance foreign language skills. The classroom seminar will be followed by a required service or learning internship in either Cordoba or Madrid. Admission by application and instructor’s permission only. Enrollment limited to 10 students. (E) {H/L/A} 5 credits

Maria Estela Harretche (Spanish and Portuguese), Ellen W. Kaplan (Theatre)
Global South Development Studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American, and Middle Eastern societies since the 16th century. The program offers the student the opportunity to examine within a comparative framework the processes of social, economic, political, and ideological change in these regions as they respond to asymmetrical contact with the wider global economy.

The minor introduces the student to the diverse analytical perspectives of the social science disciplines while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: Six semester courses distributed as follows:

1. One course from History
2. One course from Economics
3. Four other courses from among the following five social science departments: Anthropology, Economics, Government, History and Sociology. The student may petition the program through her minor adviser, for one of these four courses to be from a discipline outside of the social sciences. Comparable courses at other colleges may be included with the consent of the minor adviser.
4. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America, or the Middle East.
5. The student can include no more than two courses from any department.

See departmental and program listing for course prerequisites.

GSD 404 Special Studies
For juniors and seniors, admission by permission of the Global South Development Studies Advisory Board. Can only be taken once to count toward the minor. **8** credits

Members of the department
Offered both semesters each year

Approved Courses for 2012–13

Anthropology

200 Colloquium: Anthropology and Human Rights
230 Peoples, Environment, and Development Issues
241 Anthropology of Development
253 Introduction to East Asian Societies and Cultures
267 Self and Society in South Asia
269 Indigenous Cultures and the State in Mesoamerica
277 Archaeology, Colonial Entanglements, and the Making of the Modern World
352 Seminar: Topic: The Anthropology of Multiculturalism

Economics

211 Economic Development
213 The World Food System
Government

220  Introduction to Comparative Politics
224  Islam and Politics in the Middle East
226  Latin American Political Systems
230  Government and Politics of China
237  Colloquium: Politics and the U.S./Mexico Border
241  International Politics
250  Case Studies in International Relations
254  Colloquium: Politics of the Global Environment
257  Refugee Politics
326  Seminar in Comparative Politics: Gender and the Politics of Development
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

EAS 210 Colloquium: Culture and Diplomacy in Asia

Sociology

SOC 232  World Population
SOC 237  Gender and Globalization
SOC 321  Seminar: Globalization and its Alternatives
EAS 200  Colloquium: Topics in East Asian Studies: Korean Diaspora

History

208  The Making of the Modern Middle East
234  Global Africa
257  Early African History to 1800
258  History of Modern Africa since 1800
259  Aspects of African History: Women in African Colonial Histories (*Pending CAP approval*)
261/LAS 261 National Latin America, 1821–Present
HST/LAS 301 Gender and Sexuality in the Modern History of Latin America
EAS 100  Introduction to Modern East Asia
EAS 200  Colloquium: Topics in East Asian Studies: The Difficult Female
EAS 219  Modern Korean History
EAS 220  Colloquium: Environment and Society in Contemporary China
PRS 313  Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology
AAS 370  Modern South Africa
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
A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, legitimacy, revolution, freedom, equality and forms of government—democracy especially. Lecture/discussion format taught in independent sections, with one or more sections designated Writing Intensive (WI). Open to all students. Entering students considering a major in Government are strongly encouraged to take the course in their first year, either in the fall or the spring semester. {S} 4 credits

Susan C. Bourque, Donna R. Divine, Steven Goldstein, Gary Lehring, Fall 2012
Patrick Coby, Jeremy Wolf, Spring 2013
Offered both semesters each year

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} 5 credits

Howard Gold
Offered Spring 2014

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. {S} 4 credits

Jeremy Wolf, Spring 2013
Donald Baumer, Spring 2014
Offered Spring 2013, Spring 2014

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 understand-
governing the institutional role of the Supreme Court. Not open to first-year students. Alice Hearst
Offered Fall 2012, Fall 2013

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. Alice Hearst
Offered Spring 2013, Spring 2014

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. Not open to first-year students. Martha Ackelsberg
Offered Spring 2013

205 Colloquium: Strange Bedfellows: State Power and Regulation of the Family
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. Alice Hearst
Offered Fall 2012, Spring 2014

206 The American Presidency
An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. Marc Lendler
Offered Spring 2013, Spring 2014

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. Donald Baumner
Offered Fall 2013

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 2012 presidential election. Marc Lendler, Howard Gold
Offered Fall 2012

213 Colloquium: The Bush Years
This course will look at the eight years of the Bush presidency, including his election, domestic issues such as tax cuts, response to 9/11, the lead up to and conduct of the war in Iraq, the controversies around the “unitary presidency,” the response to Hurricane Katrina, and the financial destabilization of 2008. The purpose will be to bring perspective to those years. Enrollment limited to 20. Prerequisite is at least one other course in American Government. (E) Alice Hearst
Offered Spring 2013, Spring 2014

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. Marc Lendler
Offered Fall 2012, Fall 2013

217 Colloquium: The Politics of Wealth and Poverty in the U.S.
This course examines changing patterns of wealth and income inequality in the U.S. We will explore how these inequalities have developed over time and various responses to them, both at the level of public policy, and at the level of popular activism and/or social mobilizations. We’ll pay particular attention to the ways gender, race, sexuality, and ethnic differences interact in the structuring of social and political, as well as economic,
inequalities. Enrollment is limited to 20 students. Prerequisite: Gov 100 or a course in U.S. politics. 4 credits

Martha Ackelsberg
Offered Fall 2012

304 Seminar in American Government
Topic: Inequality, Social Policy, and the Politics of Methods: Who Counts? This seminar will examine the ways in which we ask and answer questions about inequality. We will study inequality and related social policy in the United States, with special attention to the methodological choices of the authors we read, and the kinds of answers that these methodological choices make possible or foreclose. We will draw on texts from political science, sociology, and anthropology, and the reading list for the course will be adjusted as we go to ensure that the interests of the participants in the seminar are well represented. 4 credits

Jeremy Wolf
Offered Fall 2012

306 Seminar in American Government
Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American Government. 4 credits

Donald Baumer
Offered Spring 2014

307 Seminar in American Government
Topic: Latinos and Immigration 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. 4 credits

Velma Garcia
Offered Fall 2012

312 Seminar in American Government
Topic: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion, and racial attitudes. Student projects will involve analysis of survey data. 4 credits

Howard Gold
Offered Fall 2012

411 Washington Seminar in American Government
Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits

TBA
Offered Fall 2012, Fall 2013

412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. 8 credits

Brent Durbin
Offered Fall 2012, Fall 2013

413 Washington Seminar: The Art and Craft of Political Science Research
This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar’s more specific goal is to help students understand the process of planning, organizing, and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. 2 credits

TBA
Offered Fall 2012, Fall 2013

Comparative Government

220 Introduction to Comparative Politics
This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. We will first focus on key methods and concepts such as state and nation, asking where states come from and how are nations built. The course will then address questions including: why are some countries democratic and others authoritarian; how do states promote or stymie economic development; and what role do civil society and social groups play in political and economic transition? The course combines
theoretical and conceptual analysis with cases drawn from around the world. {S} 4 credits
Velma Garcia
Offered Spring 2013

221 European Politics
This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. {S} 4 credits
Velma Garcia
Offered Spring 2013

223 Russian Politics
After a brief discussion of the origins, evolution and collapse of the Soviet system, this course will focus on the politics of contemporary Russia. Issues to be addressed include constitutional change, electoral behavior, the role of civil society, and the course of economic reform. {S} 4 credits
Steven Goldstein
Offered Spring 2013, Spring 2014

224 Islam and Politics in the Middle East
An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism, and globalization. Readings will also cover such topics as regional conflicts, revolutions as well as the impact of these disparate developments on the position of women. Not open to first-year students. {S} 4 credits
Steven Goldstein
Offered Spring 2013, Spring 2014

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 2012, Fall 2013

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
Noel Twagiramungu
Offered Spring 2013

GOV 228/EAS 228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} 4 credits
Dennis Yasutomo
Offered Fall 2012, Fall 2013

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 2012, Fall 2013

237 Colloquium: Politics and the U.S./Mexico Border
This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization, and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the U.S. and Mexico has traditionally been relatively porous, allowing people, capital, goods, and ideas to flow back and forth. The course will focus on the border as a region historically marked both by conflict and interdependence. Open to majors in Government and/or Latin American
Studies; others by permission of the instructor. Enrollment limited to 20. Velma Garcia
Offered Spring 2013

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 UN. 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. Velma Garcia
Offered Spring 2013

4 credits

322 Seminar in Comparative Government
Topic: Mexican Politics from 1910–Present. An in-depth examination of contemporary political and social issues in Mexico. The country, once described as the “perfect dictatorship,” is in the process of undergoing a series of deep political and economic changes. This seminar provides an examination of the historical foundations of modern Mexican politics, beginning with the Revolution. In addition, it examines a series of current challenges, including the transition from one-party rule, the neo liberal economic experiment and NAFTA, border issues, the impact of drug trafficking, and rebellion in Chiapas. Velma Garcia
Offered Fall 2013

4 credits

326 Seminar in Comparative Politics
Topic: Gender and the Politics of Development. A consideration of the classic works in political and economic development in the post WW II era. The specific focus of the course will be on the changing role of gender in the plans and programs of policy makers. Issues addressed will include population policy, agricultural development, political participation, education and health. Susan C. Bourque
Offered Spring 2013

4 credits

International Relations

241 International Politics
An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior, and the influence of the world economy on international relations. Not a course in current events. Enrollment limited to 70. Mlada Bukovansky, Fall 2012
Gregory White, Spring 2013
Brent Durbin, Fall 2013
Mlada Bukovansky, Spring 2014
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-WW II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of “globalization.” Prerequisite: 241 or permission of the instructor. First-year students may enroll only if they have completed 241. Enrollment limited to 40. Mlada Bukovansky, Fall 2013
Gregory White, Spring, 2014
Offered both semesters 2013–14

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. 4 credits

Brent Durbin
Offered Fall 2012, Spring 2014

249 Colloquium: International Human Rights
This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. Enrollment limited to 20. (E) 4 credits

Alice Hearst
Offered Fall 2013

250 Case Studies in International Relations
In the course will focus on the global politics of energy, food, and water. The course will begin by considering the role of resource competition and resource scarcity in contemporary world affairs, and how these phenomena are likely to be affected by globalization, climate change, population growth, and the rise of new economic dynamos like China and India. It will then examine current trends regarding the global demand for and supply of energy, food, and water. Students will be expected to choose a particular country or problem for intensive study. 4 credits

Michael Klare
Offered Spring 2014

251 Foreign Policy of Japan
Analysis of Japan’s diplomacy and foreign policy since World War II. Emphasis on various approaches to the study of Japan’s external relations, and on contending national identities debated in Japan, including pacifist, neo-mercantilist, civilian, normative and normal nation images. Case studies focus on relations with the U.S., Europe, East through Central Asia, and other non-Western regions. 4 credits

Dennis Yasutomo
Offered Spring 2013, Spring 2014

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. Not open to first-year students. 4 credits

Mlada Bukovansky
Offered Fall 2012, Spring 2014

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. 4 credits

Gregory White
Offered Spring 2014

257 Refugee Politics
This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere “in between.” Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum, and resettlement dynamics; the international response to humanitarian crises; and the “position” of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and “foreignness.” Although special attention is devoted to Africa, other cases of refugee politics are examined. Open to majors in Government; others by permission of the instructor. Enrollment limited to 40. 4 credits

Gregory White
Offered Fall 2012
341 Seminar in International Relations
Topic: Regional Powers. An introduction to the theoretical and empirical analysis of regional or emerging powers that challenge the hegemony of the West in the international system. Emphasis is given to political, economic, and social change in the wake of globalization turning the world into a multipolar one. We will also look into possible opportunities to address some of the pressing global problems (security, trade, finance, development, climate change, etc.) in the wake of newly emerging powers and the challenge they provide for international governmental organizations. {S} 4 credits
Cord Jakobeit
Offered Fall 2012

343 Seminar in International Politics and Comparative 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 Fall 2013

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 2013, Spring 2014

345 Seminar in International Politics
Topic: Intelligence and National Security. How do governments learn about the threats facing them and their citizens? What is the proper balance between liberty and security in a democratic society? Why did the U.S. government fail to prevent the 9/11 attacks, and what can be done to ensure against such attacks in the future? This course considers these and other questions through the lens of the U.S. intelligence community. The modern American intelligence system was established in the wake of World War II, and has since grown to comprise eighteen different agencies requiring upwards of $50 billion per year in funding. We will review the history of this system, both at home and abroad, with special attention to the Central Intelligence Agency and its often controversial role in U.S. foreign policy. {S} 4 credits
Brent Durbin
Offered Spring 2014

347 Seminar in International Politics and Comparative Politics
Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia, and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: 1) the independence struggle; 2) the colonial legacy; 3) contemporary political economy; and 4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the “status” of women, and democratization. {S} 4 credits
Gregory White
Offered Spring 2013, Fall 2013

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 2012, Fall 2013

Political Theory

261 Ancient and Medieval Political Theory
An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include: family and the state, freedom and the gods, war are faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes, and natural law. Selected authors include: Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretius, Augustine, Aquinas, and Marsilius. {S} 4 credits
Patrick Coby
Offered Fall 2012
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 Lebring
Offered Spring 2013

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
Jeremy Wolf, Fall 2012
Patrick Coby, Fall 2013
Offered Fall 2012, Fall 2013

265 Reacting to the Past: American’s Founding
A departmental version of the historical role-playing First-Year Seminar by the same name, featuring games on the American Revolution and the Constitutional Convention. Course satisfies the department’s political theory requirement and is open to all levels of students. Enrollment limited to 26. {S} 4 credits
Patrick Coby
Offered Spring 2013, Spring 2014

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 2013

362 Seminar in Political Theory
Topic: Revolution to Consolidation. A look at how American political thinkers and activists justified a war for independence, puzzled through the construction of a new political order, thought about creating a democratic nation state, and argued over issues such as individual rights, the role of political parties, and the capabilities of citizens for self-government. We will look at specific debates between 1776 and 1800 and also an overview of the most important contributors: Jefferson, Madison, Hamilton, and John Adams. Prerequisite: Some previous course on American government or permission of the instructor. {S} 4 credits
Marc Lendler
Offered Fall 2013

366 Seminar in Political Theory
Topic: The Political Theory of Michel Foucault. This course will examine the work of Michel Foucault (1926-84), French philosopher, social critic, historian, and activist, and generally acknowledged as one of the most influential of the thinkers whose work is categorized as post-structuralist. Foucault’s various inquiries into the production of knowledge and power have formed the paradoxically destabilizing foundation for much of the work on the status of the human subject in post-modernity. We will explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminating his central ideas that seem to challenge much of what political theory accepts as a given. From The Birth of the Clinic, The Order of Things, and Discipline and Punish to his later works including The History of Sexuality, The Use of Pleasure, and The Care of the Self attention will be given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Completion of Gov 100 and one other upper division political theory course or permission of the instructor. {S} 4 credits
Gary Lebring
Offered Spring 2013

Cross-listed Courses

EAS 200 Colloquium: Topics in East Asian Studies
{S} 4 credits
Dennis Yasutomo
Offered Spring 2013, Spring 2014

PRS 325 Political Economy of Humanitarianism
Mlada Bukovansky
Offered Spring 2013

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, Brent Durbin, Velma Garcia, Howard Gold, Steven Goldstein, Alice Hearst, Marc Lendler, Gary Lehring, Gregory White, Dennis Yasutomo

Graduate School Adviser: Steven Goldstein


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

430d Honors Project
8 credits

431 Honors Project
8 credits
Offered Fall 2012, Fall 2013

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

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, 209, 210 and 211. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); 2 credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.
No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.
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.

101 Introduction to Historical Inquiry
Colloquia with a limited enrollment of 18 and surveys, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a History major or minor.

Topic: The European Millennium?
A survey of world history from 1000–2000. How did Europe, a cape of Asia, come to dominate much of the planet politically and culturally? The encounters of Vikings, Crusaders, conquistadors, missionaries, traders, settlers, revolutionaries, and feminists with non-Europeans. How distinctive forms of family, state, church, economy, and community participated in and grew out of European imperialism. The formation of a global culture as the reconquest of Europe by the rest of the world. {HI} 4 credits

Ernest Benz
Offered Spring 2013

Topic: Soviet History Through Film
The course treats films produced during the Soviet era as cultural artifacts. Studying these films in their proper contexts introduces basic tools for historians: how to approach a historical artefact, how to read sources critically, and how to reconstruct intended and unintended meanings. The course follows the traditional outline of Soviet history, beginning with the Bolshevik takeover in October 1917 and ending with the post-Soviet period. Topics include the cultural experimentation of the 1920s, collectivization, industrialization, the Great
Terror, World War II, the Cold War, and the rise of the Soviet middle class in the 1960s and 1970s. Enrollment limited to first-years and sophomores. \{H\} 4 credits

**Sergey Glebov**
Offered Fall 2013

**Topic: Women and Gender in 1920s Europe**
(Pending CAP approval)
In this course, students will be introduced to the social, political and cultural history of women and gender in Europe of the 1920s. Open only to first-year and sophomore students.

**Darcy Buerkle**
Offered Fall 2013

**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, Director, and Ernest Benz**
Offered Fall 2012, Fall 2013

**FYS 142 Reacting to the Past**
Reacting to the Past is an interdepartmental, first-year seminar based on historical role-playing. In it students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engaging. The seminar consists of three competitive games, “Constantine and the Council of Nicaea—325 C.E.”; “The Trial of Galileo: Aristotelianism, the New Cosmology and the Catholic Church, 1616–33;” “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve their group’s objectives. Course materials include game rules, historical readings, detailed role assignments, and classic texts (Dialogue on the Two Chief World Systems, The Gospel of Thomas, etc.). Papers are all game- and role-specific; there are no exams. Enrollment limited to 20 first-year students. WI \{H\} 4 credits

**Joshua Birk**
Offered Spring 2014

**Lectures and Colloquia**
Lectures (L) are normally limited to 40 students. Colloquia (C) are primarily reading and discussion courses limited to 18. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

**Antiquity**

**201 (C) 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 Fall 2013
202 (L) Ancient Greece
The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society, and culture of late archaic and classical Greece. Main topics include: colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. {H} 4 credits
Richard Lim
Offered Fall 2012

203 (L) Alexander the Great and the Hellenistic World
Following Alexander of Macedon’s conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include: Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. {H} 4 credits
Richard Lim
Offered Spring 2013

204 (L) The Roman Republic
A survey of the developing social, cultural, and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul, and the Greek East; problems of imperial expansion and social conflicts. {H} 4 credits
Richard Lim
Offered Fall 2013

205 (L) The Roman Empire
A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy; persecution of Christians; pagans, Christians, and Jews in late Antiquity. {H} 4 credits
Richard Lim
Offered Spring 2014

206 (C) Aspects of Ancient History
Topic: Greek and Roman Slavery. The historical roles of slaves within the social and economic fabric of classical Greece and Rome. The scope and limits of ancient evidence in literary and artistic representations, as well as modern interpretive comparisons with other slave societies. Critical examination of concepts such as class, social mobility, social order; and status, along with gender and ethnicity. {H/S} 4 credits
Richard Lim
Offered Spring 2014

Islamic Middle East

208 (L) The Making of the Modern Middle East
This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism, and social and cultural changes. {H} 4 credits
Monica Ringer, Fall 2012
Nadya Sbaiti, Fall 2013
Offered Fall 2012, Fall 2013

209 (C) Aspects of Middle Eastern History
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 2014

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 2012, Fall 2013

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 2013, Spring 2014

217 (L) World War Two in East Asia: History and Memory
Examination of the factors leading to the war in Asia, the nature of the conflict, and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs, and the complicated relationship between history and memory. (H) 4 credits
Marnie Anderson
Offered Spring 2014

218 (C) Thought and Art in China
(Pending CAP approval)
Topic: Confucian and Taoist Thought and Art. A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only. (H/A) 4 credits
Daniel Gardner
Offered Fall 2013

EAS 219 Modern Korean History
This course is a general survey of Korean political, social, economic, and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis, and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue, and the Korean culture industry. (H) 4 credits
Jina Kim
Offered Spring 2013

220 (C) Japan to 1600
How individuals of different backgrounds in pre-modern Japanese society conceived of themselves and their world. Begins in prehistoric times and ends with the development of an early modern state in the 17th century. Topics include the creation of a centralized state, the emperor and the aristocracy, the rise of the samurai, rebellion, religion, sexuality, and national seclusion. (H) 4 credits
Marnie Anderson
Offered Spring 2014

EAS 220 (C) Colloquium: Environment and Society in Contemporary China
China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management, and deforestation. The course will consider these environmental issues, examining how they have come about; the Chinese response to them; their global impact; and the measures being proposed—and taken—to address them. Issues of the environment will be placed in the context of the social, economic, and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration, and media expansion. Finally, the course will consider China’s traditional attitudes toward nature and the environment and ask what role those attitudes play today. Limited to 18. (E) (S/H/N) 4 credits
Daniel K. Gardner
Offered Spring 2013

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 2013

223 (C) Women and Gender in Japanese History

Topic: Women in Japanese History from Ancient Times to the 19th Century. The dramatic transformation in gender relations is a key feature of Japan’s pre-modern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the 7th through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion, and political context which have affected women’s and men’s lives. \{H/S\} 4 credits

Marnie Anderson
Offered Fall 2012

Europe

History 224, 225, and 226 form an introductory sequence in medieval history.

225 (L) The Making of the Medieval World, 1000–1350
This course will explore the society and culture of Latin Europe during the eleventh through fourteenth centuries. We will examine the military expansion of Latin Europe, the reform and growth of the church, the formation of a universal Christian identity. During the 12th century, European culture undergoes a profound transformation and growth, and the course will detail the commercial revolution and urban expansion, the creation of universities and the emergence of scholastic culture, the rise of vernacular literature and powerful, centralized monarchies. The course also explores people at the margins of medieval society, who often find themselves disadvantaged by these large-scale transformations. The high Middle Ages mark the reemergence of urban poverty, religious warfare and the persecution of minorities. In the 14th century, in the wake of war, famine, and plague, the political and intellectual developments of the previous centuries will unravel, as the world seems to descend into chaos. \{H\} 4 credits

Joshua Birk
Offered Fall 2013

226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture, and Politics from 1500 to 1600
Were the Renaissance and Reformation something new and modern, or a continuation of medieval trends? Topics include the Black Death, Europe as a persecuting society, the emergence of humanism, the fragmentation of religious unity across Europe, Witch Trials, the intersection of politics and science, and the beginnings of the Age of Exploration and European Imperialism. \{H\} 4 credits

Joshua C. Birk
Offered Spring 2014

227 (C) Aspects of Medieval European History

Topic: Heresy, Dissent and Doubt in the Age of the Inquisition. The Holy Office of the Inquisition of the Roman Catholic church proved an effective instrument for controlling religious and political orthodoxy from the Middle Ages through the early modern era. Its range of activity spanned from investigations into doctrinal purity, clandestine assemblies, Jewish and Muslim converts to the Christian faith, scientific discoveries, witchcraft, cunning folk, the dark arts, to popular dissent and questions of doubt. Punishments for crimes of heresy were severe, often carrying penalties of mutilation, life imprisonment, and death. The colloquium examines this institution and the social, political, intellectual and imaginary world it monitored in order to safeguard “faith and morals” in this life and access to salvation in the next. \{H\} 4 credits

Frederick McGinness
Offered Fall 2012

Topic: Magic in the Middle Ages
The course uses magic as a case study for exploring cultural transmission in the middle Ages. We begin by examining Germanic and Greco–Roman occult traditions, and the way in which the medieval synthesis of these cultures effect understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval Society. It problematizes modern division between science, magic
and religion to illustrate how occult beliefs were part of wider religious experiences. Enrollment limited to 20.

(H) 4 credits
Joshua Birk
Offered Spring 2014

239 (L) Imperial Russia, 1650–1917
The emergence, expansion, and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. (H) 4 credits
Sergey Glebov
Offered Spring 2013

246 (C) 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 (H) 4 credits
Darcy Buerkle
Offered Fall 2012, Spring 2013

247 (L) Aspects of Russian History
Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity. How the Communist rulers of the Soviet Union and Stalin in particular, mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing, and supporting new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization, 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 Fall 2012, Spring 2014

History 249, 250, and 251 form an introductory sequence in modern European history.

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 2012, Fall 2013

253 (L) Women and Gender in Contemporary Europe
Women’s experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. (H) 4 credits
Darcy Buerkle
Offered Spring 2013, Spring 2014

255 (C) 20th-Century European Thought
The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini, and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? Enrollment by permission of the instructor. (H/S/A) 4 credits
Ernest Benz
Offered Spring 2013

JUD 287 The Holocaust
The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally, and theologically respond to this persecution? (H) 4 credits
Justin Cammy (Jewish Studies) and Ernest Benz (History)
Offered Fall 2012

Africa

234 (C) Global Africa
Frustrated by historical models focused upon the modern nation-state, historians have increasingly sought to
explore the complex networks of identities, loyalties, and attachments forged by diverse groups of peoples in their attempts to transcend the real and metaphoric boundaries of the territorial nation-state. This course interrogates how historians and other scholars have engaged the “transnational” in Africa through such concepts as “diaspora,” “transnationalism,” and “globalization.” In doing so, the class queries how African peoples living inside and outside the continent shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. [H] 4 credits
Jeffrey Ahlman
Offered Fall 2012

257 (L) Early African History to 1800
This course provides a general, introductory survey of African history to 1800. The goal of the course is to provide students with a framework for understanding the political, social and economic history of Africa prior to colonial rule and for appreciating the strategies African peoples employed as they made sense of, accommodated themselves to, and confronted their changing landscapes. Key subjects addressed in the course will include African agricultural development, the introduction of monotheistic religions on the continent, African trade in the Indian Ocean, and the effects of the Atlantic slave trade on West and Central Africa. [H] 4 credits
Jeffrey Ahlman
Offered Fall 2012

258 (L) History of Modern Africa since 1800
This course provides an introductory survey of African history since 1800. In doing so, the course offers students a framework for understanding the political, social, and economic history of Modern Africa by foregrounding the strategies African peoples employed as they made sense of, accommodated themselves to, and confronted their changing historical landscapes. Key subjects include Islam and Jihad in West Africa; the East African plantation economy; European expansion in South Africa; the rise of “Legitimate Commerce”; the Scramble for Africa and European colonialism on the continent; decolonization and African liberation movements; and life in an independent Africa. [H/S] 4 credits
Ann Zulawski
Offered Fall 2013

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 2013

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
Joel Wolfe, Spring 2013
Ann Zulawski, Spring 2014
Offered Spring 2013, Spring 2014
263 (C) Continuity and Change in Spanish America and Brazil
*Topic: Latin America and the United States.* This class offers an overview of U.S. policy in Latin America from the 19th century to the present. Main focus is on Latin America; it is intended to be a view from the south. From the Monroe Doctrine and Manifest Destiny to the Cold War, the drug war and the war against terrorism, how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. *(H)* 4 credits
*Ann Zulawski*
Offered Spring 2014

United States

History 264, 265, 266, and 267 form an introductory sequence in United States history.

265 (L) Race, Gender and United States Citizenship, 1776–1861
Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americaness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as also citizens of the United States. *(H)* 4 credits
*Elizabeth Stordeur Pryor*
Offered Fall 2013

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*, Spring 2013
*Elizabeth Stordeur Pryor*, Spring 2014
Offered Spring 2013, Spring 2014

267 (L) The United States since 1877
Survey of the major economic, political and social changes of this period, primarily through the lens of race, class, and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights, and other liberatory movements for social justice. *(H)* 4 credits
*Jennifer Guglielmo*
Offered Spring 2013, Spring 2014

270 (C) Aspects of American History
(Pending CAP approval)
*Topic: Slavery in the Atlantic World.* Historical debates surrounding African-American identities and intellectual continuities throughout the Atlantic World, tracing the African-American experience from Western Africa and the Middle Passage to the British Colonies, the United States, Haiti and the British Isles. The lives of African-descended people as slaves, sailors, rebels and passengers on the Atlantic. African-American images, migrations, self-directed travel, resistance, organizations and writings as they relate to Black freedom and Black Nationalism from the revolutionary era through to the U.S. Civil War. Theorizing of the “Black Atlantic.” *(H)* 4 credits
*Elizabeth Stordeur Pryor*
Offered Spring 2014

278 (L) Women in the United States, 1865 to Present
Survey of women’s and gender history with focus on race, class, and sexuality. Informed by feminist methodologies to consider how the study of women’s lives changes our understanding of history, knowledge, culture, and the politics of resistance. Topics include emancipation from slavery, race and racism, labor, colonialism, imperialism, imm/migration, nationalism, popular culture, citizenship, education, religion, war, consumerism, civil rights and the modern freedom movement, feminism, queer cultures, and globalizing capitalism. *(H)* 4 credits
*Jennifer Guglielmo*
Offered Fall 2012, Fall 2013

280 (C) Inquiries into United States Social History
*Topic: Globalization, Im/migration, and Transnational Cultures.* Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization, and exclusion, by redefining the meanings
of home, citizenship, community, and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black Liberation, and anti-colonialism? Topics also include racial formation; criminalization, incarceration and deportation; and the politics of gender, sexuality, race, class and nation. {H} 4 credits
Jennifer Guglielmo
Offered Spring 2013, Spring 2014

289 (L) Aspects of Women’s History

*Topic: Women and Higher Education: Smith College in Historical Context.* What did a college education mean to the first generations of Smithies? This course covers the history of Smith College in a broader American and European context, surveying early modern women’s education and then focusing on the period from Smith’s founding in 1871 to the 1930s. Themes include debates about women’s education; inclusion and exclusion in the student body along racial, ethnic, and class lines; sexuality, sports and social life on campus; academic and faculty life; and co-education vs. women’s colleges. Students will read a variety of secondary sources as well as a wealth of documents from the College Archives, including student diaries and publications. Fulfills requirements for the Archives Concentration. (E) {H} 4 credits
Jennifer Hall-Witt
Offered Fall 2012

AAS 278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention will be given to the factors which contributed to the formative years of “Civil Rights Movements,” Black films and music of the era, the rise of “Black Nationalism,” and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Not open to first-year students. Enrollment limited to 40. {H} 4 credits
Louis Wilson
Offered Spring 2013

AAS 289 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. Enrollment limited to 55. {H} 4 credits
Paula Giddings
Offered Fall 2012

AAS 335: Seminar: Free Blacks in the U.S. Before 1865
A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the thirteenth amendment. Recommended background: AAS 117. {H} 4 credits
Louis Wilson
Offered Spring 2013

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) as well as landscapes to New England’s history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. {H/A} 4 credits
Nan Wolverton
Offered Spring 2013, Spring 2014

Seminars

**PRS 313 Western Encounters in Afghanistan: from History, Literature and Archaeology**
This interdisciplinary seminar examines three representative western encounters in Afghanistan: the conquest by Alexander the Great and the rise of Greek Bactrian civilization; the first and second (19th C) Anglo-Afghan wars that inspired travelogues and memoirs as well as British artists and writer such as Kipling; and modern archaeology and museum work that rediscovered Greek cities of Alexander and created exhibitions that link Afghanistan’s past and present with the West.
We will examine the real and symbolic significance of Afghanistan to “westerners,” its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint upon a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. (E) {H} 4 credits
Richard Lim (History) and Cornelia Pearsall (English)
Offered Fall 2012

355 Topics in Social History
Topic: Recent Historiographic Debates in Gender and Sexuality. This course considers methodologies and debates in modern historical writing about gender and sexuality, with a primary focus on European history. Students will develop an understanding of significant, contemporary historiographic trends and research topics in the history of women and gender. {H/S} 4 credits
Darcy Buerkle
Offered Fall 2012

LAS 301 Topics in Latin American and Latino/a Studies
Topic: Gender and Sexuality in the Modern History of Latin America. This seminar shows how gender shaped the political and social history of 19th and 20th century Latin America. Focusing on the recent historiography on gender in Latin America, we will explore some of the themes at the center of this still-emerging body of scholarship, such as the role of honor and sexual morality in shaping post-independence Latin American societies, the efforts of states to regulate the family, and the role of gender in the organization of the modern labor force. Other topics include: changing conceptions of sexualities in the 20th century; gender and imperialism and anti-imperialism; and eugenics-inflected efforts to control reproduction. Throughout the semester, we will discuss the intersections of race, gender and class that are at the heart of changing understandings of sexual morality and ideals of modern family organization. {H/S} 4 credits
Daniel Rodriguez
Offered Fall 2012

361 Problems in the History of Spanish America and Brazil
Topic: Public Health Race and Nation in Latin America, 1850–Present. The relationship between scientific medicine and state formation in Latin America. Topics include European, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and disease; eugenics and Social Darwinism; the Rockefeller Foundation’s mission in Latin America; medicine under populist and revolutionary regimes. {H/S} 4 credits
Ann Zulawski
Offered Fall 2013

371 Problems in 19th-Century United States History
Topic: African-American Historical Memory. Despite the particular degradation, violence and despair of enslavement in the United States, enslaved people built families, traditions and a legacy of resistance that nurtured freedom movements and community during enslavement. Close readings of slave narratives (including Harriet Jacobs and Mary Prince), cutting-edge histories on gender, resistance and enslavement as well as interviews with former slaves from the 1930s Work Projects Administration (WPA). How did race, gender, sexuality, resistance and the memory and trauma of enslavement affect African Americans? {H} 4 credits
Elizabeth Stordeur Pryor
Offered Fall 2013

372 Problems in 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 pre-colonial indigenous societies, the purposes and meanings of captivity for captors and captives, the uses of captivity narratives as historical evidence, captivity and cultural and ethnic identity, captivity and gender, Native-American—African American relations and the colonial-era slave trade in Native Americans. {H} 4 credits
Neal Salisbury
Offered Spring 2013

383 Research in United States Women’s History: The Sophia Smith Collection
An advanced research and writing workshop in U.S. women’s history. Students develop historical research methods as they work with archival materials from the Sophia Smith Collection (letters, diaries, oral histories, newspaper articles, government documents, photographs, etc.) as well as historical scholarship, to re-
search, analyze and write a 25–30 page research paper on a topic of their own choosing. {H} 4 credits

Jennifer Guglielmo
Offered Fall 2012, Fall 2013

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 2012

404 Special Studies
By permission of the department. 4 credits
Offered both semesters each year

The Major

Advisers: Marnie Anderson, Ernest Benz, Darcy Buerkle, Daniel Gardner, Sergey Glebov, Jennifer Guglielmo, Richard Lim

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: five semester courses, at least one of which is a Smith History department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student’s adviser.
Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe, 1650 to the present; Africa; Latin America; United States; Women’s and Gender History; Comparative Colonialism.
Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.

2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.

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 in each 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: Darcy Buerkle

The Minor

Advisers: Same as those listed for the major

The minor comprises five semester courses. At least three of these courses must be related chronologically,
geographically, methodologically, or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

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

Honors

**Director:** Marnie Anderson.

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

**431 Honors Project**
8 credits
Offered Fall semester each year

Please consult the Director of Honors or the departmental Web site for specific requirements and application procedures.

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**
4 credits
Offered both semesters each year

**590d Research and Thesis**
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. Visit www.smith.edu/catalog for current course information.

Advisers
Lâle Aka Burk, Senior Lecturer in Chemistry
David Dempsey, Museum of Art
†1 Robert Dorit, Professor of Biological Sciences
Craig Felton, Professor of Art
Nathanael Fortune, Professor of Physics
**2 Albert Mosley, Professor of Philosophy

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.

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; the fundamentally transformative effects of electronic communication. {L} 4 credits
Douglas Patey
Offered Spring 2013

211 Perspectives in the History of Science
Topic: The Scientific Revolution. What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of science, which was known as “natural philosophy,” change during this time period? Readings will be drawn from primary and secondary sources. {H/N} 4 credits
Jeffry Ramsey, Associate Professor of Philosophy, Director
Gregory Young, Instructor, Science Center Machine Shop

404 Special Studies
4 credits
Offered both semesters each year

Cross-Listed Courses

ANT 135/ARC 135 Introduction to Archaeology
The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30. {N/S} 4 credits
Maxine Oland
Offered Fall 2012
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 2012

AST 102 Sky and Time
This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the sun, moon and stars. In addition to weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section. {N} 4 credits
Suzan Edwards
Offered Fall 2012

FYS 191 Sense and Essence in Nature
This course will focus on fragrant plants with emphasis on their science as well as their use and economic significance in different parts of the world. Throughout history aromatic plant materials have been utilized as cures, perfumes and flavorings, and their extensive use continues at the present. The chemistry, botany and bioactivities of these natural products will provide the scientific content for the course. Their consideration in historical and cultural contexts, and also their depiction in literature and in art will provide an interdisciplinary approach to the subject matter. No prerequisites. Enrollment limited to 16 first-year students. WI {N} 4 credits
Lâle Aka Burk (Chemistry)
Offered Fall 2012

PHI 224 Philosophy and History of Scientific Thought
Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism; explanation; confirmation of theories and hypotheses; causes; and the role of values in science. {N} 4 credits
Jeffry Ramsey
Offered Fall 2012

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.
# Interterm Courses Offered for Credit

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARX 101-105</td>
<td>Mni Archives Courses</td>
<td>1 credit</td>
</tr>
<tr>
<td>ARX 140</td>
<td>Exploring the Archives</td>
<td>2 credits</td>
</tr>
<tr>
<td>BXX 140</td>
<td>Perspectives on Book Studies</td>
<td>1 credit</td>
</tr>
<tr>
<td>ESS 175</td>
<td>Applied Exercise Science</td>
<td>2 credits</td>
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<tr>
<td>ESS 945</td>
<td>Physical Conditioning</td>
<td>1 credit</td>
</tr>
<tr>
<td>ESS 960</td>
<td>Badminton</td>
<td>1 credit</td>
</tr>
<tr>
<td>FRN 235</td>
<td>Speaking (Like The) French: Conversing, Discussing, Debating, Arguing</td>
<td>4 credits</td>
</tr>
<tr>
<td>IDP 100</td>
<td>Critical Reading and Discussion</td>
<td>1 credit</td>
</tr>
<tr>
<td>IDP 150</td>
<td>Introduction to AutoCad</td>
<td>1 credit</td>
</tr>
<tr>
<td>IDP 151</td>
<td>Introduction to SolidWorks</td>
<td>1 credit</td>
</tr>
<tr>
<td>IDP 250</td>
<td>Applied Design and Prototyping: Design It! Make It!</td>
<td>1 credit</td>
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<tr>
<td>IDP 320</td>
<td>Seminar on Global Learning: Women’s Health of Tibetan Refugees In India</td>
<td>4 credits</td>
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<tr>
<td>MTH/QSK 103</td>
<td>Math Skills Studio</td>
<td>2 credits</td>
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<tr>
<td>MUS 215</td>
<td>Interterm Chamber Music Immersion</td>
<td>1 credit</td>
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<tr>
<td>MUS 905</td>
<td>Five College Opera Production</td>
<td>1 credit</td>
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<tr>
<td>PHI 253</td>
<td>Indo-Tibetan Buddhist Philosophy and Hermeneutics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PYX 140</td>
<td>The Art and Business of Poetry</td>
<td>1 credit</td>
</tr>
<tr>
<td>WTG 100</td>
<td>Popular Nonfiction</td>
<td>1 credit</td>
</tr>
</tbody>
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**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 prior to pre-registration in the fall.

Visiting faculty and some lecturers are generally appointed for a limited term. Visit [www.smith.edu/catalog](http://www.smith.edu/catalog) for current course information.
Students planning to major in Italian and/or intending to spend their junior year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the Elementary Italian course, carries 10 credits and meets for the full year. No credits will be assigned for one semester only.

All students going to Florence for their Study Abroad must take ITL 250 in the spring of their sophomore year. Those students who decide belatedly to begin their study of Italian in the second semester, must take ITL 111 in the spring of their first year.

Students who did not take Italian in their first year and wish to apply to the Study Abroad program in Florence must successfully complete an intensive summer program approved by the Italian department in the summer before their sophomore year.

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 conversation meetings. Enrollment limited to 20 per section. Students entering in the spring need permission of the department and must take a placement exam. Students must stay in the same section all year. {F} 10 credits

Maria Succi-Hempstead, Bruno Graziolì
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 conversation meetings. Preference is given to all first-year students planning to go to Italy for their Junior Year. Enrollment limited to 20 per section. Students should enroll in ITL 220 (or ITL 230 in exceptional cases) the following semester. This course does not fulfill the foreign language requirement {F} for Latin Honors because it is a one-semester language course and a two-semester language course is needed to fulfill that requirement. 5 credits

Maria Succi Hempstead
Offered each Spring

220 Intermediate Italian
Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material will constitute the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take ITL 235 Advanced Conversation in the fall semester. Taking both courses will strengthen
students’ confidence and ability to become proficient in Italian. Prerequisite: ITL 110y or ITL 111 or permission of the department. {F} 5 credits
Giovanna Bellesia
Offered Fall 2012

230 High Intermediate Italian
Speaking and writing are strongly emphasized in this course. Reading of contemporary literary texts and class projects will help students improve and refine the use of linguistic expressions and prepare for more advanced conversations in Italian. Students enrolled in ITL 230 are also strongly encouraged to take ITL 235 Advanced Conversation in the spring semester. Taking these two courses will guarantee steady progress in language proficiency. Prerequisite: ITL 110y or ITL 111 or 220 or permission of the department. {F} 5 credits
Bruno Grazioli
Offered Fall 2012

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, or 111 with permission of the department. {F} 5 credits
Maria Succi-Hempstead
Offered Fall 2012

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: for the Fall course ITL 110 or 111, or placement exam to assure correct language level. Prerequisite for the Spring course: ITL 220 or 230 or 231, or placement exam to assure correct language level. This course can be repeated. Permission of the instructor required. {F} 2 credits
Maria Succi-Hempstead, Simone Gugliotta
Offered Fall 2012, Spring 2013

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 252 because it is conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor.

FYS 161 Immigration and the New Multiethnic Societies: From the Italian–American Experience to the Multicultural Italy of Today
The first part of this course traces the history of emigration from Italy to the United States. Students will read historical, literary and sociological texts, and study the representation of Italian Americans in movies and on television. The second part of the course studies contemporary Italy. In the last twenty years Italy has become a country of immigration. Questions of race, ethnicity, color, religion, gender, language and nationality are at the center of the formation of a new Italian identity. Some immigrants are starting to express their opinions on these issues. We will read some of their writings and compare them to the writings of Italian Americans. Are there experiences shared by all immigrants across the boundaries of time and culture? Can past migrations teach us something about stereotypes and intolerance? Do globalization and modern society, along with technological advances in communication, change the immigrant experience? Enrollment limited to 16 first-year students. WI {L/H/S} 4 credits
Giovanna Bellesia (Italian)
Not offered 2012–13

205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture
The course will examine Italy’s varied geography, history and artistic tradition to further appreciate Italy’s rich, delicious, yet simple cuisine. In our travels we will move from the caffè to the pizzeria, to the trattoria, to the pasticceria, to the enoteca to probe the cultural impact Italian cuisine has on promoting a holistic philosophy for eating/drinking/speaking best reflected by the now renowned Italian “Slow food” movement. Taught in English. Enrollment limited to 100. Graded S/U only. {L} 2 credits
Members of the department
Not offered 2012–13

248 Italy by Vespa
Imagine yourself in Italy on a Vespa, visiting out-of-the-way cities and small towns scattered throughout Italy, including enchanting places as Bergamo, Cinque Terre, Amalfi, Lucca, Gubbio, Maratea, or Erice.
Imagine going to the tiny Renaissance jewel of Pienza and on the way stopping for a picnic and enjoying local pecorino with a glass of chianti, then taking a passeggiata and chatting with some locals. The objective of the course is to create “scenes” in which students will act-out similar experiences in order to learn about many of Italy’s distinctive regional wonders, including art, music and cuisine. Skype will be used to provide a touch of Italian “reality,” while the imaginary Vespa will encourage students to view learning in terms of “slow-travelling,” an alternative mode that echoes that other Italian phenomenon—the “slow-food” movement. Conducted in English. (L) 4 credits

Alfonso Procaccini

Offered Fall 2012

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. One class a week is dedicated to linguistic preparation of the text studied. Prerequisite: ITL 220, and/or 230, and/or 231 or permission of the instructor. Course may not be taken S/U. (L/F) 4 credits
Alfonso Procaccini
Offered each Spring

251 Survey of Italian Literature II
A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the Modern period. Normally to be taken during Junior Year in Florence. Maybe taken in Northampton as a Special Studies with the permission of the chair of the department. Prerequisite: ITL 250 or permission of the chair. Course may not be taken S/U. (L/F) 4 credits
Giovanna Bellesia
Offered Fall 2012

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
Offered Fall 2012

334 Boccaccio: Decameron
An in-depth thematic study of Boccaccio’s literary masterpiece, Decameron, including its style, structure and historical context. Particular attention will be devoted to Boccaccio’s singular interest in how imagination effectively combats the various constraints and even tragic aspects of life such as the plague or certain forms of social, political, psychological oppression. In what way do Boccaccio’s novelle provide every reader the same “diletto e utile consiglio” which he was so intent on offering his gracious ladies? Conducted in Italian. Open only to senior Italian majors or by permission of the instructor. (L/F) 4 credits
Alfonso Procaccini
Offered Spring 2013

340 The Theory and Practice of Translation
This is a course for very advanced students of Italian with strong English language skills. Close readings and translations into English of a variety of modern Italian writers and poets. Extensive reading in translation theory. Consideration of the renderings into Italian by such famous writers as Pavese and Vittorini. During the second half of the semester students will select a work for independent translation as the major component of their portfolio of translated work. Enrollment limited to 12. Permission of the instructor required. This course does not count as a senior seminar for Italian majors. (E) (L/F) 4 credits
Giovanna Bellesia
Offered Fall 2012

Cross-listed Courses
None for 2012–13.

400 Special Studies
For qualified juniors and senior majors only. Admission by permission of the instructor. 1 to 4 credits
Members of the department
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
Members of the department
Full-year course; offered each year
The Major in Italian Language and Literature and Italian Studies

Advisers: Giovanna Bellesia, Alfonso Procaccini

Advisers for Study Abroad: Giovanna Bellesia, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 (or permission of the department).

Requirements: The basis, plus ten semester courses.

The following courses are compulsory for majors attending the Study Abroad in Florence:
Sophomore year—Spring: ITL 250, Study Abroad—Survey 2 ITL 251, Stylistics ITL 240.
The following courses are compulsory for majors not attending the Study Abroad in Florence: 250, 231, 251

All majors in Italian language and literature must attend ITL 332 and 334 (Dante and Boccaccio) and a senior seminar in Italian during their senior year. No course counting for the major can be taken S/U.

The rest of the courses can be chosen among the following: 334, 338, 340, 342, 343, 344, 346, 348, 404, 408d, 450d, CLT 305, CLT 355. (All written work in the CLT courses and in the courses taught in English must be done in Italian to be accepted for the Italian major).

Courses taken during the Study Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Students considering graduate school in Italian Language and Literature are encouraged to take CLT 300.

Italian Studies majors are expected to achieve competence in both written and spoken Italian. Participation in the Study Abroad in Florence is not required but it is strongly recommended.

Requirements: The basis plus ten semester courses which include:

ITL 240 Stylistics (offered only in Florence).

ITL 250 and 251

Three (non-language) courses taken in the Italian department on campus or during the Study Abroad in Florence. Courses in Florence must be approved by the chair of the Italian department to count towards the major in Italian studies. All courses taught by Italian faculty members outside the Italian department will also fulfill the requirement (for instance CLT 305 or CLT 204) when all written work is done in Italian. Independent studies and honor theses may count as part of this category.

Three courses in other Smith departments/programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser. No course counting for the major can be taken S/U.

Relevant departments include but are not limited to: American Studies, Archeology, Art History, Comparative Literature, Classics, Education, Film Studies, Government, History, History of Science, International Relations, Linguistics, Music, Philosophy, Religion, Sociology.

One senior literature seminar (all work done in Italian). If both ITL 332 and 334 are completed, one of the two can take the place of the required senior seminar. One semester of ITL 332 or 334 (Dante or Boccaccio). All work must be done in Italian.

The Minor in Italian Language and Literature

(There is no minor in Italian Studies).

Advisers: Giovanna Bellesia, Alfonso Procaccini
A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

**Basis:** ITL 110y, ITL 220 or ITL 230, or permission of the department.

**Required:** Six semester courses including the following: 231 and 250. Choice of two from two different periods including: 251, 332, 334, 338, 340, 342, 343, 344, 346, 348, 404. At least one 300 level course, in Italian, must be taken during senior year.

Courses taken during the Study Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

**Honors in Italian Language and Literature**

**Director:** Giovanna Bellesia

**ITL 430d Honors Project**
8 credits
Full-year course; Offered each year

**Honors in Italian Studies**

**ITS 430d Honors Project**
8 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments at Smith and in the Five Colleges in Jewish literature, history, politics, religion and culture.

Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew as soon as possible. Completion of JUD 100y or equivalent is required before beginning a semester of study in Israel.

Basis

125/REL 225 Jewish Civilization

*Topic: Environmentalism.* An introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature, and culture) organized around different themes; the theme for Spring 2013 is Environmentalism. Consideration of core ideas, texts, and practices that have animated Jews and Judaism from antiquity to the present, with attention to both classical and modern formulations. {H/L}

4 credits

Justin Cammy

Offered Spring 2013

Language

100y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisition of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. {F} 10 credits

Itzik Pariente

Full-year course; Offered 2012–13

200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent, or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. {F} 4 credits

Itzik Pariente

Offered 2013–14

Additional opportunities for the study of modern or Biblical Hebrew may be available through special studies at Smith, within the Five College consortium, or through summer study abroad. Please consult the Jewish Studies website for an up-to-date list.
In 2012–13, Intermediate Hebrew is offered at Mount Holyoke College and the University of Massachusetts. Advanced Hebrew is offered at the University of Massachusetts. Yiddish will be offered during the fall and spring semesters at Hampshire College. Special Studies in Hebrew and Yiddish may be available by contacting Jewish Studies faculty.

**Classical Texts**

**REL 162 Introduction to the Bible I**  
{H}{L} 4 credits  
Joel Kaminsky  
Offered Fall 2012

**REL 211 Wisdom Literature and Other Books from the Writings**  
{L} 4 credits  
Joel Kaminsky  
Offered Spring 2013

**REL 310 Seminar: Hebrew Bible**  
**Topic: Sibling Rivals: Israel and the Other in the Hebrew Bible.**  
{H}{L} 4 credits  
Joel Kaminsky  
Offered Spring 2013

**History And Thought**

**FYS 105 Jerusalem**  
A cultural and political history of one of the world’s most enduringly important cities, from the perspectives of comparative religion, literature, history, and contemporary Middle Eastern politics. Topics include the centrality of Jerusalem in the holy texts of Judaism, Christianity, and Islam; urban development and transformation of Jerusalem under successive empires and rulers; representations of Jerusalem through the ages in maps, art, poetry, travelogues, and memoir; the symbolic value of the city as sacred space in the contemporary conflict between Israelis and Palestinians. In which ways does the relationship between faith, myth, and nationalism find itself intertwined in the ongoing struggle over “who owns Jerusalem”? Enrollment limited to 16. WI {L/H} 4 credits  
*Justin Cammy*  
Offered Fall 2012

**250 Sociology of Israeli Society**  
(Pending CAP approval)

Explores the development of Israeli society over a period of 120 years, from transformations under Ottoman and British rule, through the emergence of the Zionist movement and social cleavages in contemporary Israel. Students will study different communities that compose Israel’s ethnically and religiously diverse society: Jews of Ashkenazi (Euro-American) and Mizrahi (Middle Eastern-North African) origin; Arab citizens of Israel and the negotiation of a Palestinian-Israeli identity; religious groups, including various Ultra-Orthodox denominations; challenges posed by recent waves of immigration from Ethiopia, the former Soviet Union, and migrant workers; social change prompted by secularization, feminism and globalization. What are the conflicts within and between these groups, and what institutions hold this society together? (E) {S/H} 4 credits  
*Michal Frenkel*  
Offered Fall 2012

**251 Women and Gender in Israeli Society**  
Explores the ways in which gender (both masculinities and femininities, and gender ideologies) has shaped Israeli society, and how masculinity, femininity and gender relations are constantly reinterpreted and reconstructed. Like most other industrialized countries, one can identify instances of gender discrimination and complex gender relations in Israel. Yet, some of the unique features of Israel, such as the centrality of military service, the dominance of religious institutions, pronatalism (high fertility rates), and the importance of traditional family structures find themselves in friction with the emergence of another Israeli society that sees itself as secular, post-Zionist, and globalized. The course takes a feminist and sociological approach to exploring how sensitivity to gender enhances our understanding of this complex society. (E) {S} 4 credits  
*Michal Frenkel*  
Offered Spring 2013

**287 The Holocaust**  
The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally, and theologically respond to this persecution? (H) 4 credits  
*Justin Cammy (Jewish Studies) and Ernest Benz (History)*  
Offered Fall 2012
Literature and the Arts

CLT 231/ENG 230 American Jewish Literature
Explores the significant contribution of Jewish writers and critics to the development of American literature, broadly defined. Topics include narratives of immigration; the American dream and its alternatives; ethnic satire and humor; literary multilingualism; crises of the left involving Communism, Black-Jewish relations, and '60s radicalism; after-effects of the Holocaust; and the aesthetic engagement with folklore. Authors may include Yiddish and Hebrew modernist poets, Mary Antin, Henry Roth, I.B. Singer, Saul Bellow, Philip Roth, E.L. Doctorow, Cynthia Ozick. We also consider how Canadian novelists (Mordecai Richler, Regine Robin) and Latin-American writers such as Moacyr Scliar, Isaac Goldemberg or Ilan Stavans provide transnational perspectives. Must Jewish writing in the Americas remain on the margins, "too Jewish" for the mainstream yet "too white" to qualify as multicultural? **[L]** 4 credits
Justin Cammy
Offered Spring 2013

CLT 214 Literary Anti-Semitism
Jocelyne Kolb
Offered Spring 2013

SPN 246 Topics in Latin American Literature
Topic: Life Stories by Latin American Jewish Writers
Silvia Berger
Not offered 2012–13

THE 241 Staging the Jew
Ellen Kaplan
Offered Fall 2012

A. Requirements

1. **Basis**: JUD 125 (formerly 225) Jewish Civilization, normally taken in a student's first or second year.
2. **Language**: JUD 100y Elementary Modern Hebrew, counting as two semester courses. Students who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from this requirement; in such cases, they are strongly encouraged to continue their study of Hebrew language.

B. Breadth

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. No more than one 100-level course may count toward the concentration. One course taken in fulfillment of the breadth requirement may count toward the concentration.

D. Seminar and/or Advanced Special Studies

One seminar from the Program's approved list of courses (for example, JUD 362, REL 310, REL 320, GOV 323) or a research-intensive JUD 400 Special Studies.

E. Electives

In choosing elective courses within the major, students should keep in mind the following:

Jewish studies highly values the study of language. Although JUD 100y is the minimum requirement for the major, the Program strongly encourages students to continue study of Hebrew, and to do so at Smith, when appropriate courses are available: JUD 200 (Intermediate Modern Hebrew); special studies in language. A student may continue her study of Hebrew, or of another Jewish language (such as Yiddish) within the Five College consortium or at an approved program elsewhere.

Special Studies

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

The Major

**Advisers**: Ernest Benz, Justin Cammy, Lois Dubin (on sabbatical), Joel Kaminsky, Ellen Kaplan, Jocelyne Kolb

The major in Jewish Studies comprises 12 semester courses.
With the approval of her adviser, a student may count up to two Smith College courses that are not part of the approved list of Jewish studies courses toward the major as electives, when such courses offer a broader comparative framework for Jewish studies. In such cases, a student writes at least one of her assignments for the course on a Jewish studies topic. Such courses do not count toward the breadth or concentration requirement.

F. Courses Elsewhere

Courses in the Five College consortium, on Study Abroad Programs or on other approved programs for study away may count toward the major. A student’s petition to count such a course must be approved by the major adviser and the Jewish Studies Program after the course has been completed.

G. Additional Guidelines

1. No course counting toward the major may be taken for an S/U grade.
2. Normally, at least seven of the courses toward the major shall be taken at Smith College.
3. No more than two courses at the 100-level, other than JUD 100y, may count toward the major.
4. In order to support the interdisciplinary nature of a major in Jewish Studies, normally no more than seven of a student’s courses shall be from the same academic department.

Honors

**Director:** Ernest Benz

**430d Honors Project**

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.

To be admitted to the Honors Program, a student must have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work, and have her thesis approved by the program by the requisite deadline.

For honors guidelines, please consult the Jewish studies Web site at www.smith.edu/jud/honors.html.

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 125, 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. The completion of a year of Elementary Hebrew at Smith or its equivalent is required before beginning a semester of study in Israel. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away. A list of approved programs in Israel, Europe, Australia, and the Americas is available on the program Web site at www.smith.edu/jud.

**Adviser for Study Away:** Justin Cammy

**Smith courses counting toward the Jewish Studies major and minor**

**I. Basis**

JUD 125/REL 225 Jewish Civilization

**II. Language**

JUD 100y Elementary Modern Hebrew
JUD 110j Elementary Yiddish
JUD 200 Intermediate Modern Hebrew
III. Classical Texts

REL 162  Introduction to the Bible I
REL 211  Wisdom Literature and Other Books from the Writings
REL 213  Prophecy in Ancient Israel
REL 216  Archaeology and the Bible
REL 230  Reading the Bible through Rabbinic Eyes
REL 310  Sibling Rivals: Israel and the Other in the Hebrew Bible
REL 310  Judges

IV. History and Thought

FYS 105  Jerusalem
FYS 163  The Holy Land
GOV 229  Government and Politics of Israel
GOV 248  The Arab–Israel Dispute
GOV 323  Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
HST 350  Histories of the Holocaust
JUD 250  Sociology of Israeli Society
JUD 251  Women and Gender in Israeli Society
JUD 284  The Jews of Eastern Europe, 1750–1945
JUD 287  The Holocaust
REL 221  Jewish Spirituality: Philosophers and Mystics
REL 223  Jews and Modernity: Europe and Beyond (formerly the Modern Jewish Experience)
REL 227  Judaism/Feminism/Women’s Spirituality
REL 320  Tying and Untying the Knot: Women, Marriage and Divorce
REL 320  Jewish Women’s History

V. Literature and the Arts

CLT 214  Literary Anti-Semitism
CLT 231/ENG 230 American Jewish Literature (formerly JUD 258)
CLT 218  Holocaust Literature
CLT 275  Israeli Literature and Film
CLT 277  Modern Jewish Fiction
FYS 186  Israel: Texts and Contexts
GER 230  Nazi Cinema
GER 241  Jews in German Culture
JUD 257  Jewish Writers in Modernist Berlin
JUD 260  Yiddish Literature and Culture
JUD 362  Punchline: The Jewish Comic Tradition
JUD 362  Yiddish Film

SPN 246  Life Stories by Latin American Jewish Writers
THE 220  Homelands: Mythmaking, Representation, and Debate in Israeli Drama
THE 241  Staging the Jew

The following are examples of courses that touch on Jewish studies and that may count as an elective toward the major with the prior approval of an adviser. Students must write one of their assignments for such courses on an appropriate Jewish Studies topic. Please consult the offerings of other programs and departments, and an adviser, for additional possibilities:

FYS 169  Women and Religion
FYS 174  The Muslim World in the Age of the Crusades
GER 248  Laboratories of Modernity, 1800–1900
HST 203  Alexander the Great and the Hellenistic World
HST 205  The Roman Empire
HST 208  The Making of the Modern Middle East
HST 227  Outcasts: Minorities in Medieval Society
HST 228  Medieval Peripheries
HST 243  Reconstructing Historical Communities
HST 246  Memory and History
HST 255  20th-Century European Thought
REL 105  Introduction to World Religions
REL 215  Introduction to the Bible II
SPN 332  The Middle Ages Today
Landscape Studies

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, Director
*Nina Antonetti, Ph.D., Assistant Professor in Landscape Studies
Reid Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies

Associated Faculty
*Dean Flower, Ph.D., Professor of English Language and Literature
*Barbara Kellum, Ph.D., Professor of Art

Michael Marcotrigiano, Ph.D., Professor of Biological Science and Director of the Botanic Garden
Andrew Guswa, Ph.D., Professor of Engineering
*James Middlebrook, M.Arch., Assistant Professor of Art
*Douglas Patey, Ph.D., Professor of English Language and Literature
*Jesse Bellemare, Ph.D., Assistant Professor of Biological Sciences

LSS 100 Landscape, Environment, and Design
Through readings and a series of lectures by Smith faculty and guests, we will examine the history and influences out of which Landscape Studies is emerging. We will look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biology, and environmental sciences. What is Landscape Studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners, and engineers? Students may take this course twice for credit. S/U only. {H/S/A} 2 credits
*Co-directors: Reid Bertone-Johnson, Ann Leone
Offered Spring 2013

LSS 105 Introduction to Landscape Studies
Landscape Studies is a burgeoning field at Smith College and is the first program of its kind at a liberal arts college in this country. This introductory course will be a chronological and thematic exploration of the issues that define the evolving field of landscape studies and the study of the built environment. How have landscape architects, horticulturists, engineers, and urban, regional, and environmental planners reshaped

the spaces in which we live? What stewardship is needed for us to be both inspired and sustained by the world around us? Topics from around the globe will range from ancient to contemporary, scientific to artistic, cultural to political, and theoretical to practical. Priority given to first years, sophomores, and LSS minors. Enrollment limited to 30. {H/S/A} 4 credits
Nina Antonetti
Offered Fall 2012

LSS 200 Socialized Landscapes: Private Squalor and Public Affluence
Certain landscapes begin to dissolve economic, political, social, and 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 local space might be transformed into a socialized landscape. Prerequisite: LSS 100 or 105 or permission of the instructor. Enrollment limited to 20. {H/S/A} 4 credits
Nina Antonetti
Offered Spring 2013
LSS 220 Activism by Design: Exploring Resilient Case Studies
Landscapes have been settled, conquered, threatened, and reclaimed throughout world history. How have indigenous people overcome such devastation as colonialism, industrialism, poverty, and climate change to boast pilot programs in landscape architecture, conservation, and agriculture? Case studies of resilience and ingenuity include the botanic gardens in the West Indies, national parks in Costa Rica, agritourism in Tuscany, sustainable design in the Northwest Territories, and open space in Oakland, California. Can comprehensive analysis of these individual solutions offer glocal templates? Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. (E) {H/S/A} 4 credits
Nina Antonetti
Offered Fall 2012

LSS 250 Studio: Landscape and Narrative
Landscapes guide their use and reveal their past. This landscape design studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Students work through a series of site-specific projects that engage with the narrative potential of landscape 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. Priority given to LSS minors and ARCH majors. Enrollment limited to 14. {A/S} 4 credits
Reid Bertone-Johnson
Offered Spring 2013

LSS 255 Art and Ecology
Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students will design a series of projects that explore the potential for melding art and ecology. Enrollment limited to 14. {A/S} 4 credits
Reid Bertone-Johnson
Offered Spring 2014

LSS 300 Rethinking Landscape
This capstone course in the study of the built environment brings history and theory alive for those students with expertise in such diverse fields as art, architecture, American studies, engineering, and the natural sciences. An interdisciplinary approach is taken to read a landscape for its invisibles, from its geological origins to its social implications. To what degree has a landscape been shaped by its physical circumstances, designers, and inhabitants? How does it reflect its cultural heritage and project biased meanings? How can landscape literacy enable a closer reading of the past in order to build a better future? Independent work, class discussion, and public speaking are emphasized. Prerequisite: one 200 level course in LSS or permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. {H/S/A} 4 credits
Nina Antonetti
Offered Spring 2013

LSS 389/ARS 389 Broad-scale Design and Planning Studio
This class is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture plus urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students will analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological, and historical) in their engagement of the site. The majority of the semester will be spent working on one complex project. Students will use digital tools as well as traditional design media and physical model building within a liberal arts based conceptual studio that encourages extensive research and in depth theoretic inquiry. Prerequisites: Permission of Instructor. Previous studio experience and two architecture and /or landscape studies courses suggested. Priority given to LSS minors and ARCH majors. Enrollment limited to 12 {A} (Q)
Reid Bertone-Johnson
Offered Fall 2012

LSS 400 Special Studies
Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in Landscape Studies-related fields. May be
taken in conjunction with LSS 300 or as an extension of design work begun during or after a landscape studies or architecture studio. 1–4 credits

Nina Antonetti, Reid Bertone-Johnson, Ann Leone
Offered both semesters each year

Cross-Listed Courses

**ARS 283 Introduction to Architecture: Art Studio**
In this course we will investigate, in a studio format, the question of architecture. We will begin with the idea that the house is at the center of the self: that architecture originates there, from within. As we make from the personal, we will consider the social and political. Remembering how we are nurtured (or not) by the buildings we have grown up in, we will travel from autobiographical place-making to a final semester project for a client in Amherst. Readings will include Gaston Bachelard, Walter Pater, Edward T. Hall, Martin Heidegger, and Emily Dickinson. Prerequisite: one college level art history, architectural history, landscape studies, or architectural design studio course. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 24. (A) 4 credits

Ben Ledbetter
Offered Fall 2012

**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 multiple media including digital modeling. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. 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 college level art history, architectural history, landscape studies, or architectural design studio course. Enrollment limited to 24. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. (A) 4 credits

James Middlebrook
Offered Spring 2013

**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: context, historical factors, urban design and planning, architectural theory and practice, material culture methods, or other themes. Prerequisites: ARS 283, 285, (or equivalent LSS studio) and two art history courses, or permission of the instructor. Enrollment limited to 12. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. (A) 4 credits

Ninette Rolßmüller
Offered Fall 2012

**ARS 388 Advanced Architecture: Complex Places, Multiple Spaces**
This course considers architecture as a socially constructed place. We will examine how to analyze and intervene within the built environment. A final project, involving the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multi-media research project will be required. Prerequisites: ARS 283, 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. (A) 4 credits

James Middlebrook
Offered Spring 2013

Landscape Studies—Related Courses 2012–13

(Refer to Landscape Studies Web site for additional related courses. Many Five College courses may count, as well. Before including any of these courses in your LSS minor, please confer with your LSS adviser.)
Listed below are courses that may count toward the Landscape Studies minor. All courses are not offered every year. Check the Smith College course catalogue for current offerings.

**American Studies**
AMS 201  Introduction to the Study of American Society and Culture
AMS 220  Colloquium: In the 'burbs: Culture, Politics, Identity

**Anthropology**
ANT 230  Africa: Peoples, Environment, and Development Issues
ANT 236  Economy, Ecology, and Society
ANT 252  The City and the Countryside in China

**Art History**
ARH 101  Realism: The Desire to Record the World
ARH 140  Introduction to Art: Western Traditions
ARH 216  Art and Architecture of the Roman World
ARH 315  Studies in Roman Art: At Home in Pompei

**Studio Art**
ARS 161  Design Workshop I
ARS 162  Introduction to Digital Media
ARS 163  Drawing I
ARS 164  3D Design
ARS 264  Drawing II
ARS 266  Painting I
ARS 281/LSS 250 Landscape Studies Introductory Studio
ARS 283  Introduction to Architecture: Site and Space
ARS 285  Introduction to Architecture: Language and Craft
ARS 386  Topics in Architecture
ARS 388  Advanced Architecture: Complex Places, Multiple Spaces
ARS 390  Five College Drawing Seminar

**Biological Sciences**
BIO 101  Modern Biology for the Concerned Citizen
BIO 103  Economic Botany: Plants and Human Affairs
BIO 110  Conservation Biology
BIO 120  Landscape Plants and Issues
BIO 121  Landscape Plants and Issues Laboratory
BIO 122  Horticulture
BIO 123  Horticulture Laboratory
BIO 154  Biodiversity, Ecology and Conservation
BIO 155  Biodiversity, Ecology and Conservation Laboratory
BIO 202/203 Landscape Plants and Issues and Lab
BIO 204/205 Horticulture and Lab
BIO 240/241 Plant Biology and Lab
BIO 250/251 Plant Physiology and Lab
BIO 260/261 Principals of Ecology and Lab
BIO 262/263 Plant Biology and Lab
BIO 264/265 Plant Systematics and Lab
BIO 266  Principles of Ecology
BIO 267  Principles of Ecology Laboratory
BIO 270  Biodiversity
BIO 356/357 Plant Ecology and Lab
BIO 364/365 Plant Ecology/Laboratory
BIO 366  Biogeography
BIO 390  Topics in Environmental Biology

**Chemistry**
CHM 108  Environmental Chemistry

**Comparative Literature**
CLT 100  The Pleasures of Reading
CLT 234  Adventure Novel: No Place for a Woman?
CLT 253  Literary Ecology
CLT 274  The Garden: Paradise and Battlefield
CLT 288  Bitter Homes and Gardens

**Economics**
ECO 123  Cheaper by the Dozen: Twelve Economic Issues for Our Times
ECO 213  The World Food System
ECO 224  Environmental Economics
ECO 230  Urban Economics

**Engineering**
EGR 100  Engineering for Everyone: Energy and the Environment
EGR 101  Structures and the Built Environment
EGR 315  Ecohydrology
EGR 319/GEO 309 Groundwater Geology
EGR 330  Engineering and Global Development
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<td>ENG 120 Literatures of the American West</td>
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<td>ENG 238 What Jane Austen Read: 18th Century Novel</td>
<td>GEO 150/ENV 150 Modeling Our World: An Introduction to Geographic Information Systems</td>
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<td>ENG 382 Reading of the American Landscape</td>
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<td>GEO 251 Geomorphology</td>
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<td>FYS 103 Geology in the Field</td>
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<td>FYS 136 People and the American City</td>
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<td>FYS 141 Reading, Writing, and Placemaking: Landscape Studies</td>
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<td>FYS 147 Science and Politics of Food, Water, and Energy</td>
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<td>GER 227 Topics in German Studies: What Color is the Earth? An Interdisciplinary Study of Color in Art, Prose, Film</td>
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<td>HST 227 Aspects of Medieval European History: Paris from its Origins through the Sixteenth Century</td>
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The Minor in Landscape Studies

Adviser: Ann Leone

Graduate Advisers: Nina Antonetti, Reid Bertone-Johnson, Ann Leone

The Minor consists of six courses, to be chosen in consultation with an LSS adviser. One course should normally be at the 300 level.

Requirements for all minors include:
1. A one-semester introductory course: LSS 105
2. One other LSS course: LSS 200, 210, 220 (colloquia), 300 or LSS 100 taken twice
3. Biology 120 and 121 (Landscape Plants and Issues, plus lab) or BIO 122 and 123 (Horticulture plus lab).

We do not require a studio course in LSS or ARS, although we strongly recommend at least two studios for any student considering graduate studies in landscape related fields.

Students will select three other courses from the list of related courses (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

Advisers and Members of the Latin American and Latino/a Studies Committee
Fernando Armstrong-Fumero, Assistant Professor of Anthropology
Susan C. Bourque, Professor of Government
Ginetta Candelario, Associate Professor of Sociology and of Latin American and Latino/a Studies, Director
**2 Velma García, Associate Professor of Government
María Estela Harretche, Professor of Spanish and Portuguese
Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese
†2 Michelle Joffroy, Associate Professor of Spanish and Portuguese
**1 Elizabeth A. Klarich, Assistant Professor of Anthropology
†2 Gary Lehring, Associate Professor of Government
Dana Leibsohn, Professor of Art
Malcolm McNee, Assistant Professor of Spanish and Portuguese
Maria Helena Rueda, Associate Professor of Spanish and Portuguese
**2 Nola Reinhardt, Professor of Economics
†1 Nancy Saporta Sternbach, Professor of Spanish and Portuguese
†2 Lester Tome, Assistant Professor of Dance
†1 Ann Zulawski, Professor of History and of Latin American and Latino/a Studies
Lecturer
Gabriel Arboleda, Ph.D.
Mendenhall Fellow
Daniel Rodriguez, B.A.

LAS 201 Colloquium in Latin American and Latino/a Studies
Topic: “The Bronze Screen:” Performing Latina/o on Film and in Literature.
This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture’s portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender will also inform our readings and viewings. Class discussions will be in English, but bilingualism will be encouraged throughout the course. **1 4 credits
Nancy Saporta Sternbach
Not offered 2012–13

Topic: Negotiating the Borderlands: Text, Film, Music
Its centrality in cultural theories about post national spaces, has transformed the contact zone of the U.S. Mexico borderlands into a provocative object of study. On one hand “la frontera” has become a dynamic theoretical abstraction, a metaphorical borderland that in some cases runs the risk of erasing its own geo-political specificity. On the other hand, critical perspectives that have privileged the U.S. gaze “southward” have often reproduced power relationships constructed on a North–South continuum that reinforce and solidify imperialist practices as well as nationalist discourses (on both sides of the border). In this course we will study texts, films and music produced in and about the U.S. Mexico borderlands that negotiate and challenge these issues of representation in the material as well as “imagined” space of the borderlands. **1 4 credits
Michelle Joffroy
Offered Fall 2012
LAS 244/SOC 244 Feminisms and Women’s Movements: Latin American Women’s and Latinas’ Pursuit of Social Justice

This course is designed to familiarize students with the history of Latin American and Latina (primarily Chicana) feminist thought and activism. A central goal of the course is to provide an understanding of the relationship between feminist thought, women’s movements and local/national contexts and conditions. The writings of Latin American and Latina feminists will comprise the majority of the texts; thus we are limited to the work of those who write and/or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisites: SOC 101, LAS 100 or SWG 150. \{H/S\} 4 credits

Ginetta Candelario
Not offered 2012–2013

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 the LALS major. \{H\} 4 credits

Ann Zulawski
Offered Fall 2013

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 to bring social justice and democracy to the region. Basis for the LALS major. \{H\} 4 credits

Joel Wolfe, Spring 2013
Ann Zulawski, Spring 2014
Offered Spring 2013, Spring 2014

LAS 301 Seminar: Topics in Latin America and Latino/a Studies

Topic: Gender and Sexuality in the Modern History of Latin America

This seminar shows how gender shaped the political and social history of 19th and 20th century Latin America. Focusing on the recent historiography on gender in Latin America, we will explore some of the themes at the center of this still-emerging body of scholarship, such as the role of honor and sexual morality in shaping post-independence Latin American societies, the efforts of states to regulate the family, and the role of gender in the organization of the modern labor force. Other topics include: changing conceptions of homossexualities in the 20th century; gender and imperialism and anti-imperialism; and eugenics-inflected efforts to control reproduction. Throughout the semester, we will discuss the intersections of race, gender and class that are at the heart of changing understandings of sexual morality and ideals of modern family organization. \{H/S\} 4 credits

Daniel Rodriguez
Offered Spring 2013

Topic: Puerto Rico and Cuba in the “American Century”

Often referred to as “two wings of the same bird,” Puerto Rico and Cuba both have roots in Spanish colonialism, slavery and cultures of the African diaspora. Through migration, trade and shared political pursuits their people were long in contact with each other and participated in a broader pan-Caribbean intellectual and cultural milieu. Cuba and Puerto Rico both have histories of nationalist struggles for independence and complex political and cultural relationships with the United States. This seminar will begin in about 1850 and examine slavery, race, colonialism and independence in both countries. It will then concentrate on the experiences of Puerto Rico and Cuba after 1898, in the “American Century,” and explore how one became the only socialist country in the Americas and the other a U.S. territory. Our study will be scaffolded by political and social history, and it will use literature, music, film, and analysis of race and gender to understand these two interrelated stories. \{H/S\} 4 credits

Ann Zulawski
Not offered 2012–13

404 Special Studies
4 credits
Offered both semesters each year
The Major in Latin American Studies

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology, and theatre.

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

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Majors should see their academic advisers.

Adviser for Study Abroad in Brazil: Marguerite Harrison, Department of Spanish and Portuguese.

Five-Year option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American Studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.


Other Requirements:
1. Two courses in Spanish American literature usually SPN 260 and SPN 261. Advanced language students may replace one of these with a topics course, such as SPN 372 or SPN 373. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Six semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least two of the six must be in the social sciences (anthropology, economics, history, government, sociology); at least one four-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300-level.

Approved Courses for 2012–13

Anthropology

234 Culture, Power and Politics
   Not offered 2012–13

237 Native South Americans
   Offered Spring 2013

269 Indigenous Cultures and the State of Mesoamerica
   Offered Spring 2013

277 Archaeology, Colonial Entanglements and the Making of the Modern World
   Offered Fall 2012

ANTH 220 Collecting the Past: Art and Artifacts of the Ancient Americas
   Offered Spring 2013 at Amherst College

Art

204 Art and Architecture of Ancient Americas
   Not offered 2012–13

352 Studies in Art History: Colonization and its Material Legacies
   Not offered 2012–13

Dance

377 Advanced Studies in History and Aesthetics
   Topic: Salsa in Theory
   Offered Spring 2013

Economics

211 Economic Development
   Offered Fall 2012

213 The World Food System
   Offered Spring 2013

First Year Seminars

159 What’s in a Recipe?
   Not offered 2012–13
### Government

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Offered Dates</th>
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<tbody>
<tr>
<td>220</td>
<td>Introduction to Comparative Politics</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>226</td>
<td>Latin American Political Systems</td>
<td>Fall 2012, Fall 2013</td>
</tr>
<tr>
<td>237</td>
<td>Politics of the U.S./Mexico Border</td>
<td>Spring 2013</td>
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<tr>
<td>307</td>
<td>Seminar in American Government</td>
<td>Fall 2012</td>
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<tr>
<td>322</td>
<td>Seminar in Comparative Government</td>
<td>Fall 2013</td>
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### History

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<th>Course</th>
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<tbody>
<tr>
<td>260</td>
<td>Colonial Latin America, 1492–1825</td>
<td>Fall 2013</td>
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<tr>
<td>261</td>
<td>National Latin America, 1821 to the Present</td>
<td>Spring 2013, Spring 2014</td>
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<tr>
<td>263</td>
<td>Continuity and Change in Spanish America and Brazil</td>
<td>Spring 2014</td>
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<tr>
<td>361</td>
<td>Problems in the Historiography of Spanish America and Brazil</td>
<td>Fall 2013</td>
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### Presidential Seminars

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Offered Dates</th>
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<tbody>
<tr>
<td>301</td>
<td>Translating New Worlds</td>
<td>Fall 2012</td>
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### Sociology

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<tr>
<th>Course</th>
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<th>Offered Dates</th>
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<tbody>
<tr>
<td>213</td>
<td>Race and National Identity in the United States</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>214</td>
<td>Sociology of Hispanic Caribbean Communities in the United States</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>308</td>
<td>Community-Based Research Practicum</td>
<td>Spring 2013</td>
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### Spanish and Portuguese

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<tr>
<th>Course</th>
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<th>Offered Dates</th>
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<tbody>
<tr>
<td>POR 220</td>
<td>Topics in Portuguese and Brazilian Literature and Culture</td>
<td>Fall 2012</td>
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<tr>
<td>POR 221</td>
<td>Topics in Portuguese and Brazilian Literature and Culture</td>
<td>Fall 2013</td>
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<tr>
<td>POR 280</td>
<td>Latin American Voices in Translation</td>
<td>Fall 2013</td>
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<tr>
<td>POR 290</td>
<td>Questions of Travel: Narratives of Journeys and Migrations</td>
<td>Fall 2013</td>
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<tr>
<td>POR 380</td>
<td>Advanced Literary Studies</td>
<td>Fall 2013</td>
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<tr>
<td>POR 381</td>
<td>Place, Space and Identity in the Portuguese-Speaking World</td>
<td>Spring 2013</td>
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<tr>
<td>SPN 230</td>
<td>Topics in Latin American and Peninsular Literature</td>
<td>Fall 2013</td>
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<tr>
<td>SPN 246</td>
<td>Topics in Latin American Literature</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>SPN 372</td>
<td>Topics in Latin American and Iberian Studies</td>
<td>Fall 2013</td>
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</table>
The Minor in Latin American Studies

Requirements: Six courses dealing with Latin America to be selected from anthropology, art, economics, government, history, and literature. They must include LAS 260/HST 260, LAS 261/HST 261, and SPN 260 or SPN 261, and at least one course at the 300 level.

The Minor in Latino/a Studies

Requirements: Six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history, or literature; and three classes in Latino/a Studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314, or any other course in LALS, SPN, etc. dealing with Latino/a Studies. At least one of the six courses must be at the 300-level. Students may count one course in Latino/a Studies from another Five College institution towards the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: Fernando Armstrong-Fumero

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

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

For Five College Certificate in Latin American Studies see the description on page 471.
The Minor

Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a Language, or Philosophy, Education, Logic, Psychology, Computer Science, or Anthropology. An alternative minor in Linguistics and Philosophy of Language is listed under Philosophy.

Requirements: Six courses in Linguistics and related fields.

1. Basis: PHI 236 (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 catalog 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

FYS 164 Issues in Artificial Intelligence
CSG 290 Introduction to Artificial Intelligence

East Asian Languages and Literatures

EAL 240 Japanese Language and Culture

Education

EDC 210 Literacy in Cross-Cultural Perspective
EDC 249 Children With Hearing Loss
EDC 338 Children Learning To Read
EDC 567 English Language Acquisition and Deafness
### English

ENG 118  Colloquium: The Politics of Language  
ENG 170  The English Language  
ENG 207  The Technology of Reading and Writing  
ENG 210  Old English  
ENG 212  Old Norse  
ENG 214  Medieval Welsh

### Italian

ITL 340  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 213  Language Acquisition  
PHI 220  Incompleteness and Inconsistency  
PHI 220  Logic and the Undecidable  
PHI 236  Linguistics Structures  
PHI 333  Topics in Advanced Logic  
PHI 334  Seminar: Mind (when topic fits)  
PHI 362  Seminar: Philosophy of Language

### Psychology

PSY 192  Methods in Psychology: Language  
PSY 213  Language Acquisition  
PSY 313  Seminar in Psycholinguistics

### Spanish and Portuguese

SPN 481  The Teaching of Spanish
Logic

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), Sam Rubmkorff
Offered Fall 2012

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 2013

400 Special Studies
1–4 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

Advisers
"1 James Henle, Professor of Mathematics, Director, Fall
"2 Albert Mosley, Professor of Philosophy, Director, Spring

†1 Jay Garfield, Professor of Philosophy
‡ Albert Mosley, Professor of Philosophy, Director, Spring

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
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 345  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. Visit www.smith.edu/catalog for current course information.

Advisers

**1 Paulette Peckol, Professor of Biological Sciences, Co-Director**

L. David Smith, Professor of Biological Sciences, Co-Director
Sara Pruss, Assistant Professor of Geosciences

The marine science and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine science is obtained through completion of the two basis courses. Students then choose among upper-level courses that focus on or complement scientific investigation of the oceans and the policy aspects of ocean conservation, exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, no more than three of which can be taken at other institutions, including three required courses as follows: GEO 108 Oceanography; BIO 268 Marine Ecology (BIO 269 must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

**Biological Sciences**

260/261 Invertebrate Diversity and Concurrent Laboratory
366 Biogeography
390 Topics in Environmental Biology
Coral Reefs: Past, Present and Future
400 Special Studies

**Geosciences**

231 Invertebrate Paleontology and the History of Life
232 Sedimentary Geology
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 297: Biology of Marine Vertebrates
Geology 591f: Marine Micropaleontology
Geology 595: Physical Oceanography
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 programs); marine programs of School for Field Studies, School for International Training, and Shoals Marine Laboratory.
A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions, or analysis), but no calculus, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in Discrete Mathematics (153) and/or either Calculus II (112) or Calculus: Differential Equations and Power Series (114) during her first year. Placement in 112 or 114 will be determined not only by the amount of previous calculus but also by the strength of the student’s preparation. If a student has a year of BC calculus, she may omit MTH 112 or 114.

A student with two years of high school mathematics, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus.

Discovering Mathematics (105), and Statistical Thinking (107) are intended for students not expecting to major in mathematics or the sciences.

A student who receives credit for taking MTH 111 may not have AP Calculus credits applied toward her degree. A student with 8 AP Calculus credits (available to students with a 4 or 5 on the AP Exam for BC Calculus) may apply only 4 of them if she also receives credit for MTH 112 or MTH 114. A student who has a score of 4 or 5 on the AP Statistics examination may receive 4 AP credits. She may not however, use them toward her degree requirements if she also receives credit for MTH 107, 190, 241 or 245. (AP credits can be used to meet degree requirements only under circumstances specified by the College).

Students who are considering a major or minor in mathematics or a minor in statistics should talk with members of the department.


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, arithmetic, algebra and mathematical skills. Students develop their foundational quantitative skills in arithmetic, algebra, linear equations, linear graphs, and triangle trigonometry through problem sets and group work. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. 4 credits

Catherine McCune
Offered Fall 2012, Spring 2013

**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

**103/QSK 103 Math Skills Studio**

This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus), and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. 2 credits

Catherine McCune and Karyn Nelson
Offered Interterm 2013

**105 Discovering Mathematics**

*Topic: Doughnuts, Coffee Cups, and the Shape of the Universe.* What did people think about the shape of our world before we knew it was a sphere? We will take a tour of mathematics related to this question, from the Egyptians and Babylonians to the present. The “possible” shapes of the world are now mathematically well understood. The question of the shape of the universe involves higher dimensional mathematical objects, and relates to the recently proved Poincaré conjecture. First stated in 1904, it was viewed as one of the seven most important problems of the new millennium. Our tour gives us a glimpse into the development and sociology of contemporary mathematics. The only prerequisites are curiosity and an open mind. (M) 4 credits

Patricia Sipe
Offered Fall 2012

**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

Members of the department
Offered each Spring

**111 Calculus I**

Rates of change, differential equations and their numerical solutions, integration, differentiation, and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. (M) 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. \( \{M\} 4 \text{ credits} \)

Members of the department
Offered both semesters each year

153 Introduction to Discrete Mathematics
An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, and combinatorics. \( \{M\} 4 \text{ credits} \)

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 study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, GOV 190, ECO 220, MTH 241, MTH 245, or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Enrollment limited to 40. \( \{M\} 5 \text{ credits} \)

Philip Peake, Fall 2012
David Palmer, Spring 2013

Offered both semesters each year

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

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

Members of the department
Offered both semesters each year

222 Differential Equations
Topics to include: First-order and higher linear differential equations. Linear systems. Nonlinear systems and linearization. Numerical and qualitative analysis. Applications and modeling of real phenomena throughout. Prerequisites: MTH 212 or 114, MTH 211 or PHY 210. MTH 212 recommended. \( \{M\} 4 \text{ credits} \)

Members of the department
Offered 2013–14

224 Topics in Geometry
Topic: A Survey of Geometries. A study of Euclidean, hyperbolic, projective, and spherical geometries, and relationships between them. Prerequisite: MTH 211 and MTH 212 or permission of the instructor. \( \{M\} 4 \text{ credits} \)

Members of the department
Offered 2013–14
225 Advanced Calculus
Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. {M} 4 credits
Members of the department
Offered each Spring

233 An Introduction to Modern Algebra
An introduction to the concepts of abstract algebra, including groups, quotient groups, and, if time allows, rings, and fields. Prerequisites: MTH 153 and MTH 211, or permission of the instructor. {M} 4 credits

Paul Baginski
Offered each Spring

238 Topics in Number Theory
Topics to be covered include properties of the integers, prime numbers, congruences, various Diophantine problems, arithmetical functions and cryptography. Prerequisite: MTH 153, MTH 211, or permission of the instructor. {M} 4 credits

Paul Baginski
Offered each Fall

241 Probability and Statistics for Engineers, Mathematicians, and Computer Scientists
An introduction to probability and statistical modeling and its application to engineering, computer science, mathematics, and related disciplines. Data analysis and simulation, using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, resampling-based inference, and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212, and CSC 111 (may be taken concurrently). Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. {M} 4 credits
Not offered 2012–13

243 Introduction to Analysis
The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. {M} 4 credits

Christophe Golé
Offered each Fall

245 Introduction to the Practice of Statistics
An application-oriented introduction to modern statistical inference: study design, descriptive statistics, random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures, and multiple regression. A wide variety of applications from the natural and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 245 satisfies the basis requirement for biological science, engineering, environmental science, neuroscience, and psychology. Normally, students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, GOV 190, ECO 220, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 20. {M} 5 credits
Nicholas J. Horton
Offered both semesters each year

246 Probability
An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or permission of the instructor. {M} 4 credits

Katherine Halvorsen
Offered each Fall

247 Statistics: Introduction to Regression Analysis
Theory and applications of regression techniques; linear and non-linear 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/PSY 190, GOV 190, MTH 241, MTH 245, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 25. {M} 4 credits
Benjamin Baumer
Offered Fall 2012

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 \ \text{Ruth Haas} \ \text{Offered 2013–14}

\textbf{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 \ \text{Ruth Haas} \ \text{Offered 2013–14}

\textbf{CSC 274 Discrete and Computational Geometry}

Topics include the core of the field: polygons, convex hulls, triangulations, and Voronoi diagrams. Beyond this core, curves and surfaces, polyhedral, and configuration spaces are covered. Throughout a dual emphasis is maintained on mathematical proofs and on efficient algorithms. Students will have a choice of concentrating their course work toward mathematics or toward computer science. Prerequisites for MTH major credit: MTH 153; MTH 111 recommended. Prerequisite for CSC major credit: CSC 111. \(\{M\} \ 4\  credits \ \text{Joseph O’Rourke} \ \text{Not offered 2012–13}

\textbf{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: MTH 190/PSY 190, GOV 190, MTH 241, MTH 245, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 20. \(\{M\} \ 4\  credits \ \text{David Palmer} \ \text{Offered Fall 2012}

\textbf{300 Dialogues in Mathematics}

In the class we don’t do math as much as we talk about doing math and the culture of mathematics. The class will include lectures by students, faculty and visitors on a wide variety of topics, and opportunities to talk with mathematicians about their lives. This course is especially helpful for those considering graduate school in the mathematical sciences. Prerequisites: MTH 211, MTH 212, and two additional mathematics courses at the 200 level, or permission of the instructor. May be repeated once for credit. This course is graded satisfactory/unsatisfactory only. \(\{M\} \ 1\  credit \ \text{James Henle, Fall 2012} \ \text{Julianna Tymoczko, Spring 2013} \ \text{Offered each semester}

\textbf{301 Topics in Advanced Mathematics}

\textit{Topic: Research in Mathematics.} In this course students will work in small groups on original research projects. Prerequisites: At least one of MTH 233, 238, or 243 and permission of the instructor. \(\{M\} \ 3\  credits \ \text{James Henle Fall 2012} \ \text{Julianna Tymoczko, Spring 2013} \ \text{Offered each semester}

\textbf{IDP 325 Art/Math Studio}

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of 3 dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques as well as several small written assignments will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) \(\{A/M\} \ 4\  credits \ \text{Pau Atela (Mathematics) and John Gibson (Studio Art)} \ \text{Offered Spring 2013}
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

Members of the department
Offered Fall 2012

333 Topics in Abstract Algebra
Topic: Computational Algebraic Geometry. Curves, surfaces, and higher dimensional geometric configurations defined by polynomial equations. Relevant commutative algebra will be developed; consideration will be given to the role of algorithms in solving systems of polynomial equations. Prerequisites: A first course in abstract algebra such as MTH 233. {M} 4 credits
Julianna Tymoczko
Offered Fall 2012

342 Topics in Topology and Geometry
Introduction to Differential Geometry
An introduction to classical differential geometry of curves and surfaces and a brief history of non-Euclidean geometry. Topics covered include: 1) arc length, curvature, and torsion as invariants of space curves; 2) surfaces and Gaussian curvature, geodesics, and the Gauss-Bonnet theorem; 3) models of non-Euclidean geometry; 4) an introduction to manifolds and Riemannian metrics, vector and tensor fields and the Riemannian curvature tensor. {M} 4 credits

To be announced
Offered 2013–14

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 225 or 243 or permission of the instructor. {M} 4 credits

Offered 2013–14

343 Topics in Mathematical Analysis
Advanced Real Analysis, a continuation of MTH 243. Topics include Euclidean and Metric Spaces, Implicit Functions, Curves and Surfaces, Differential Calculus in Euclidean Space, Integration. As time permits, and depending on the interests of the class, we may also study Fourier series, Multiple Integrals, Theory of Ordinary Differential Equations. Prerequisite: 243. {M} 4 credits
Christophe Golé
Offered Spring 2013

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
Katherine Halvorsen
Offered Spring 2013

364 Advanced Topics in Continuous Applied Mathematics
Topic: Applied Partial Differential Equations. Introduction to partial differential equations to describe physical processes. Heat, wave and Laplace’s equations. Separation of variables and Fourier series. Finite difference numerical methods. Applications to the life sciences such as chemotaxis, biochemical reactions/transport, cell cycle and developments. Prerequisites: MTH 211 and either MTH 222, 225, or 243 or by permission of the instructor. {M} 4 credits
Nessy Tania
Offered Spring 2013

400 Special Studies
By permission of the department, normally 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

IDP 325 Art/Math Studio

PHI 202 Symbolic Logic (2 credits)

PHI 203 Topics in Symbolic Logic (2 credits)
The Major

Advisers: Pau Atela, Elizabeth Denne, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Nicholas J. Horton, Patricia Sipe

Adviser for Study Abroad: Patricia Sipe

Requirements: The mathematics major has an entryway requirement, a core requirement, a depth requirement, and a total credit requirement. The entryway requirement consists of MTH 153, MTH 211, and MTH 212. An exceptionally well-prepared student might place out of some of these. The core requirement is one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 225 or MTH 245). Alternatively, a student may focus on statistics; students pursuing this track through the major are not required to take a course in algebra but instead must complete MTH 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, CSC 334, 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 MTH 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above or by other courses approved by the department.

Applied Mathematics Minor

Discrete Mathematics Minor

Algebra-Analysis-Geometry Minor

Mathematical Statistics Minor
212, 246, 247, 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

A student majoring in mathematics and statistics may apply for the departmental honors program. An honors project consists of directed reading, investigation, and a thesis. This is an opportunity to engage in scholarship at a high level. A student at any level considering an honors project is encouraged to consult with the director of honors and any member of the department to obtain advice and further information.

Directors: Patricia Sipe

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

432d Honors Project
12 credits
Full year course; Offered each year

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 GPA for courses through her junior year, and a 3.3 GPA for courses in her major. A student may apply either in the second semester of her junior year or by the second week of the first semester of her senior year; we strongly recommend the former.

Requirements: In addition to the credits required for the major, students must take 430d or 432d (for either eight or twelve credits). In unusual circumstances, a student may instead take 431. The length of the thesis depends upon the topic and the nature of the investigation, and is determined by the student, her adviser, and the department. The student will give an oral presentation of the thesis. The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

- 60 percent thesis
- 20 percent oral presentation
- 20 percent grades in the major

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the College. The student should obtain the department’s requirements and deadlines from the director of honors.

Graduate

580 Graduate Special Studies
4 credits
Offered both semesters each year
Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Advisers and Members of the Medieval Studies Council

Nancy Mason Bradbury, Professor of English Language and Literature
Brigitte Buettner, Professor of Art
John Connolly, Professor of Philosophy
Craig R. Davis, Professor of English Language and Literature, Director, Fall
Eglal Doss-Quinby, Professor of French Studies
Alfonso Procaccini, Professor of Italian Language and Literature
Suleiman Ali Mourad, Professor of Religion
Vera Shevzov, Professor of Religion, Director, Spring
Joshua C. Birk, Assistant Professor of History
Ibtissam Bouachrine, Assistant Professor of Spanish and Portuguese
Frederick McGinness, Lecturer in History

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:
All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level.

Required Courses:
A total of 10 semester courses from the list of approved courses below, excluding the Latin requirement, distributed in four areas as follows:
1. Two courses in medieval history; normally these are HST 224, HST 225 or HST 226;
2. One course in medieval religion or philosophy;
3. One course in medieval art;
4. Two courses in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement;
5. Two additional courses from the list of approved courses below;
6. Concentration requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above (history, religion or philosophy, art, language and/or literature.

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

In addition to courses listed below, courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are encouraged to consult the current Five College 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 2012–13 are as follows:**

**Art**
- 234 Age of Cathedrals

**English and Comparative Literature**
- 205 Old Norse
- 250 Chaucer

**First Year Seminar**
- 167 Viking Diaspora: The First “New World” of the North Atlantic

**History**
- 227 Aspects of Medieval European History  
  *Topic: Heresy, Dissent and Doubt in the Age of the Inquisition*

**Italian**
- 332 Dante’s *Divina Commedia*—*Inferno, Purgatorio*
- 334 Boccaccio: *Decameron*

**Latin**
- 213 Introduction to Virgil’s *Aeneid*
- 330 Roman Letters

**Philosophy**
- 124 History of Ancient and Medieval Western Philosophy

**Spanish and Portuguese**
- 250 Survey of Iberian Literatures and Society I  
  *Topic: Sex and the Medieval City*
- 332 Queer Iberia and North Africa

**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**

**Director:** Craig Davis, Fall 2012; Vera Shevzov, Spring 2013.

**430d Honors Project**
Admission by permission of the Medieval Studies Council. 8 credits
Full-year course; offered each year

Please consult the director of Medieval Studies or the program Web site for specific requirements or application procedures.
There are two tracks for students interested in Middle East Studies at Smith:
- Minor in Middle East Studies
- Minor in Arabic

Minor in Middle East Studies

The Middle East Studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that treat the region in its historical, political, social, and cultural complexity. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements: Six semester courses are required.

Language (1 course)

Completion of at least one year of college-level Arabic or modern Hebrew. Only the second semester of the beginner’s language sequence counts as one of the six courses required for the minor, though students earn course credit towards overall Smith degree requirements for the full year. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five College consortium is strongly encouraged. Students may petition the MES Committee to substitute the minimum requirement of a year of Arabic or Hebrew with the study of another Middle Eastern language (Farsi, Turkish, etc).

Breadth Requirements (2 courses)

1. A course on classical Islam or premodern (prior to 1800) Middle Eastern history.
2. A course on modern history, contemporary politics/economics/sociology/anthropology, or modern/contemporary Islamic thought.

Electives (3 courses)

In consultation with their adviser, students may choose additional electives in religion, literature, arts, and/or history and the social sciences.

Students who wish to conduct independent research may approach an advisor for permission to enroll in MES 400 (Special Studies). MES 400 is a research intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

Minor in Arabic

The minor in Arabic is designed for students wishing to achieve proficiency in modern Arabic.

Requirements: Six semester courses (4 credits each) in Arabic.

Students may count only the second semester of Elementary Arabic as one of the six courses to be counted towards fulfillment of the minor.
Students must complete the equivalent of a full year of both Intermediate Arabic and Advanced Arabic.

Capstone course: At least one course, offered in Arabic, should be a non-language course which focuses on a topic or issue. Such courses, which may consist of a special studies, might include Media Arabic, Arabic literature, Arabic translation, Arabic Linguistics (syntax, semantics, pragmatics, discourse analysis), Aspects of Arabic Culture, Arab Film; and Arabic religious or philosophical texts.

Special studies in Arabic may count for as many as two of the six courses, so long as the special studies is worth 4 credits.

Courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages count toward the minor. If a course offered by the FCCSWL is worth less than 4 credits, students will have to make up the credit shortfall elsewhere.

Courses taught in English do not count toward the minor.

Students are encouraged to fulfill some of the requirements towards the minor in an Arabic-speaking country, either during a semester or summer of study abroad. Courses taken outside Smith College or the Five College Arabic Program in Arabic language or in Arabic in any discipline must be approved by the head of the Arabic program at Smith (and by the student’s adviser).

Study Abroad

The Program in Middle East Studies encourages students to explore study abroad opportunities which allow them to deepen their understanding of Middle Eastern languages, history, and cultures. A list of Smith-approved semester and yearlong programs is available from the Office of International Study. A list of recommended summer language programs is available on the MES program Web site.

Courses

Students should consult the online catalogue for an up-to-date list of courses. Students are encouraged to consider courses in the Five College consortium, in consultation with an adviser.

Language

**ARA 100y Elementary Arabic**
A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound, students will complete the Georgetown text *Alif Baa* and finish Chapter 15 in *Al Kitaab Book I* by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year. Enrollment limited to 18 students. *(F)* 10 credits

*Abdelkader Berrabmoun and staff*

Full year course, offered 2012–13

**ARA 200 Intermediate Arabic I**
Students in this course will continue perfecting their knowledge of Arabic focusing on the four skills: speaking, listening, reading, and writing. Students should expect text assignments as well as work with DVDs, audio and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete Al Kitaab, Book I and finish Chapter 10 of Al Kitaab, Book 2 by the end of the year. Each course is 4 credits. The prerequisite for Arabic 200 is Arabic 100y or the equivalent; for Arabic 201, the prerequisite is Arabic 200 or the equivalent. Enrollment limited to 18 students. *(F)* 4 credits

*Abdelkader Berrabmoun*

Offered Fall 2012

**ARA 201 Intermediate Arabic II**
Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 200 or the equivalent, or permission of the instructor. Enrollment limited to 18 students. *(F)* 4 credits

*To be announced*

Offered Spring 2013

**ARA 300 Advanced Arabic I**
Students will achieve a superior level of proficiency in Modern Standard Arabic using this four-skills (reading, writing, speaking, listening) approach. Students will read authentic texts by writers throughout the Arab world. Topics address a range of political, social, religious, and
literary themes and represent a range of genres, styles, and periods. Covers Al-Kitaab, Book 3, Units 1–5. Prerequisite: ARA 201, or the completion of Al-Kitaab, Book 2 or its equivalent in another format. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. Enrollment limited 12. [F] 4 credits

Abdelkader Berrahmoun
Offered Fall 2012

ARA 301 Advanced Arabic II
Continuation of ARA 300. Students will achieve a superior level of proficiency in Modern Standard Arabic using this four-skills (reading, writing, speaking, listening) approach. Students will read authentic texts by writers throughout the Arab world. Topics address a range of political, social, religious, and literary themes and represent a range of genres, styles, and periods. Continues study of Al-Kitaab, Book 3. Prerequisite: ARA 300 or its equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. Enrollment limited to 12. [F] 4 credits

Abdelkader Berrahmoun
Offered Spring 2013

JUD 100y Elementary Modern Hebrew
A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. [F] 10 credits

Itsik Pariente
Full-year course; Offered 2012–2013

Intermediate Hebrew will be offered in 2012–13 at Mount Holyoke College and at UMass. Advanced study in Hebrew is offered at UMass or through Special Studies. Please consult the Web site of the Program in Jewish Studies (www.smith.edu/jud) for a full list of summer Hebrew language programs.

Social Sciences

GOV 224 Islam and Politics in the Middle East
An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism, and globalization. Readings will also cover such topics as regional conflicts, revolutions as well as the impact of these disparate developments on the position of women. Not open to first-year students. [S] 4 credits

Donna Robinson Divine
Offered Fall 2012

GOV 347 Seminar in International Politics and Comparative Politics
Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia, and Algeria— the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: 1) the independence struggle; 2) the colonial legacy; 3) contemporary political economy; and 4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the “status” of women, and democratization. [S] 4 credits

Gregory White
Offered Spring 2013

JUD 250 Sociology of Israeli Society
(Pending CAP approval)
Explores the development of Israeli society over a period of 120 years, from transformations under Ottoman and British rule, through the emergence of the Zionist movement and social cleavages in contemporary Israel. Students will study different communities that compose Israel’s ethnically and religiously diverse society: Jews of Ashkenazi (Euro-American) and Mizrahi (Middle Eastern–North African) origin; Arab citizens of Israel and the negotiation of a Palestinian–Israeli identity; religious groups, including various Ultra–Orthodox denominations; challenges posed by recent waves of immigration from Ethiopia, the former Soviet Union, and migrant workers; social change prompted by secularization, feminism and globalization. What are the conflicts within and between these groups, and what institutions hold this society together? (E) [S/H] 4 credits

Michal Frenkel (Schusterman Visiting Israel Scholar, Hebrew University of Jerusalem)
Offered Fall 2012
JUD 251 Women and Gender in Israeli Society
Explores the ways in which gender (both masculinities and femininities, and gender ideologies) has shaped Israeli society, and how masculinity, femininity and gender relations are constantly reinterpreted and re-constructed. Like most other industrialized countries, one can identify instances of gender discrimination and complex gender relations in Israel. Yet, some of the unique features of Israel, such as the centrality of military service, the dominance of religious institutions, pronatalism (high fertility rates), and the importance of traditional family structures find themselves in friction with the emergence of another Israeli society that sees itself as secular, post-Zionist, and globalized. The course takes a feminist and sociological approach to exploring how sensitivity to gender enhances our understanding of this complex society. (E) [S] 4 credits
Michal Frenkel (Schusterman Visiting Israel Scholar, Hebrew University of Jerusalem)
Offered Spring 2013

History and Religious Thought

FYS 105 Jerusalem
A cultural and political history of one of the world’s most enduringly important cities, from the perspectives of comparative religion, literature, history, and contemporary Middle Eastern politics. Topics include the centrality of Jerusalem in the holy texts of Judaism, Christianity, and Islam; urban development and transformation of Jerusalem under successive empires and rulers; representations of Jerusalem through the ages in maps, art, poetry, travelogues, and memoir; the symbolic value of the city as sacred space in the contemporary conflict between Israelis and Palestinians. In which ways does the relationship between faith, myth, and nationalism find itself intertwined in the ongoing struggle over “who owns Jerusalem?” Enrollment limited to 16. WI [L/H] 4 credits
Justin Cammy
Offered Fall 2012

HST 208 (L) The Making of the Modern Middle East
This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism, and social and cultural changes. {H} 4 credits
Monica Ringer
Offered Fall 2012

Literature and the Arts

ARH 240 Art Historical Studies (C)
Topic: Cross-Cultural Encounters in Islamic Art.
Through a series of case studies from the 7th century to the present, this course examines encounters between Islamic and non-Islamic Art and Architecture. The lens of cross-cultural exchange will be used to consider how Islamic aesthetics developed in relation to Byzantium, Crusader Christianity, Mongol China, premodern Europe, India, and the modern “global” context of artistic production. The implications of influence, hybridity, and art as competitive discourse will be examined. Independent research projects will allow students to address a cross-cultural encounter of their own choosing. {A/H} 4 credits
Jennifer Pruitt
Offered Fall 2012

ARH 262 Art and Power in the Arab World (L)
This course considers the use of art and architecture as an expression of power in the Arab world, from the 7th century to the present. Beginning with the establishment of the caliphate and ending with the arts of revolution following the Arab Spring, we will investigate the shifting role of art and architecture in the quest for political dominance. With a particular focus on the arts of Cairo, Baghdad, Cordoba, Mecca, Jerusalem, Palermo, Damascus, and the modern Arabian Gulf, we will explore competing visions of power and sources of legitimacy, through the lens of artistic production. (E) {A/H} 4 credits
Jennifer Pruitt
Offered Spring 2013

MUS 220 Topics in World Music
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/S} 4 credits
Margaret Sarkissian
Offered Fall 2012

**SPN 245 Topics in Latin American and Peninsular Studies**

*Topic: Muslim Women in Spain: 756 to the Present.* This course examines the experiences of Muslim women in the Iberian Peninsula from the Middle Ages until today. Discussions will focus on Muslim women’s literary and cultural contributions to the Spanish society. Students will also be invited to think critically about categories and identities such as “woman,” “Muslim,” “European,” “African,” “Amazighi,” and “Mediterranean.” Highly recommended for students considering JYA in Spain. A satisfactory command of Spanish is required. Prerequisite: SPN 220 or above, or the permission of the instructor. Enrollment limited to 19 students. Offered in Spanish. (E) {A/F} 4 credits
Ibtissam Bouachrine
Offered Spring 2013

**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 woman’s body within an urban context. We will read medieval texts on love, medicine and women’s sexuality by Iberian and North African scholars. We will investigate the ways in which medieval Iberian medical traditions have viewed women’s bodies and defined their health and illness. We will also address women’s role as practitioners of medicine, and how such a role was affected by the gradual emergence of “modern” medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. Offered in Spanish. {L/F} 4 credits
Ibtissam Bouachrine
Offered Fall 2012

**SPN 332 The Middle Ages Today**

*Topic: Queer Iberia and North Africa.* This course examines the medieval and early-modern Iberian and North African understanding of sexuality in light of modern critical theory. Special attention will be given to the Arabic and Castilian representations of same-sex desire. Readings will include texts by Ibn Hazm, Juan Ruiz, al-Tifashi, al-Nafwazi, Wallada, Ibn Sahl of Seville, Ibn Quzman, and Fernando de Rojas. All readings in Spanish translation. Taught in Spanish. Enrollment limited to 14. {L/F} 4 credits
Ibtissam Bouachrine
Offered Fall 2012

**Special Studies**

**MES 400 Special Studies**
Admission by permission of the Program in Middle East Studies, normally for junior and senior minors in Middle East Studies, and for qualified juniors and seniors from other departments. Offered both semesters each year. 1–4 credits
*Members of the program in Middle East Studies*
Offered Fall 2012, Spring 2013
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 102 and 110 in the first year and 202 in the sophomore year.

### Introductory Courses

#### 100 Colloquia
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

**Fundamentals of Music**
An introduction to music notation and to principles of musical organization, including scales, keys, rhythm, and meter. Limited to beginners and those who did not place into 110. \{A\}
Margaret Sarkissian
Offered Spring 2013

#### 101 Introduction to World Music
A survey of the world’s musical traditions, usually including areas of Africa, Latin America, the Middle East, India, Indonesia, and East Asia. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. No prerequisites. \{A/S\} 4 credits
Margaret Sarkissian
Offered Fall 2012

#### 102 First Nights
This course serves as an introduction to the history of western music by studying in detail the first performances of a small number of singularly important works in the western tradition including *Orfeo* (Monteverdi), *Messiah* (Handel), the Ninth Symphony (Beethoven), the *Symphony fantastique* (Berlioz), and *Le Sacre du printemps* (Stravinsky). Using Thomas Kelly’s textbook “First Nights” (which treats these five compositions) as well as videos and supplementary reading and listening materials, students will come to understand musical monuments as aesthetic objects and as manifestations of the artistic cultures that engendered them. \{H/A\} 4 credits
Richard Sherr
Offered Fall 2012
358

Music

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
Joseph Baldwin
Offered Spring 2013

106 American Sounds
This course surveys developments in the history of American music, with a primary focus on the twentieth century. We will pay particular attention to blues and country music, two styles that arose early in the century and provided the foundation for much of what followed. The course may cover other styles such as: folk, jazz, salsa, and classical music. Throughout, we will attend to musical aspects of these styles, and will connect them to larger historical themes and social issues concerning race, class, gender and the making of “American” identity through music. Formal knowledge of music is not required. Enrollment limited to 45. {H/A] 4 credits
Steve Waksman
Offered Spring 2013

110 Analysis and Repertory
An introduction to formal analysis and tonal harmony, and a study of pieces in the standard repertory. Regular exercises in harmony. Prerequisite: ability to read standard pitch and rhythmic notation in treble and bass clefs, major and minor key signatures, time signatures, and to name intervals. (A placement test is given before the fall semester for incoming students). One fifty-minute ear training section required per week, in addition to classroom meetings. Sections are limited to 20. {A] 4 credits
Raphael Atlas
Offered Fall 2012

Intermediate and Advanced Courses

201 Music from the Pre-Classic to the Post-Modern
An historical survey of the principal styles and monuments of western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previ-ous musical experience or who have obtained permission of the instructor. {H/A} 4 credits
Peter Bloom
Offered Spring 2013

202 Thinking About Music
This course explores different approaches to the study of music as a cultural phenomenon. We will consider two basic questions: How does music become meaningful to people in various social settings and locations? What functions does music fulfill in different societies? We will seek answers to these questions using a series of case studies that focus upon classical, popular, and traditional forms of music in the United States, Europe, and other parts of the world. These case studies will serve as our guides as we observe and analyze the experience of musical participation and mediation. {A/S] 4 credits
Margaret Sarkissian
Offered Spring 2013

205 Topics in Popular Music
Topic: Improvising History: The Development of Jazz. The course will combine exploration of jazz music with examination of topics in the social and cultural history of jazz. Musically, the development of jazz will be traced from the early styles that took root in New Orleans and Chicago to the challenging “free jazz” sounds of the 1960s and the 1970s, and into the current “postmodern” moment of jazz history. Historically, the course will consider such issues as the key importance of race to the social development of jazz, the shifting status of jazz as “popular” or “art” music, and the nature and significance of improvisation as a medium of creative expression in twentieth century American culture. Some previous knowledge of African American music and history or permission of the instructor required. Enrollment limited to 20. {H/A] 4 credits
Steve Waksman
Offered Fall 2012

210 Analysis and Repertory
A continuation of 110. Prerequisite: 110 or permission of the instructor. Enrollment limited to 18. {A] 4 credits
Raphael Atlas
Offered Spring 2013

215j Interterm Chamber Music Immersion
This course offers a week of uninterrupted focus on chamber music for selected instrumentalists and singers. Each participant will be in an ensemble that meets
daily for rehearsals and coachings. The works studied will be presented in a concert in late January. Preformed groups are especially welcome. Permission of the instructors is required. If interested, contact Judith Gordon no later than November 15. May be repeated three times for credit. Registration will take place in January after the participant list is confirmed. (E) 1 credit

Judith Gordon
Offered Interterm 2013

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/S] 4 credits
Margaret Sarkissian
Offered Fall 2012

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
Don Wheelock
Offered Fall 2012

242 German and French Diction for Singers
Topic for 2012–13: French Song. May be repeated once for credit with a different topic. Prerequisite: voice or permission of the instructor. [A] 1 credit
Karen Smith Emerson
Offered Spring 2013

251 The History of the Opera
History of the form from its inception to the present, with emphasis on selected masterworks. [H/A] 4 credits
Richard Sherr
Offered Spring 2013

305 Music of the High Baroque
The music of Bach and Handel, concentrating on their vocal works. Prerequisite: 110 or permission of the instructor. [A] 4 credits
Richard Sherr
Offered Fall 2012

312 Seminar in 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: a second-semester course in music analysis or permission of the instructor. [A] 4 credits
Raphael Atlas
Offered Spring 2013

325 Writing About Music
In this seminar we will consider various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays—that concern the broad history of western music. Via regular writing assignments and group discussions of substance and style, students will have opportunities to improve the mechanics, tone, and range of their written prose. Prerequisite: any 300-level course in music, or permission of the instructor. [A] 4 credits
Peter Bloom
Offered Spring 2013

341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. [A] 4 credits
Don Wheelock
Offered Spring 2013

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
Stephanie Robinson
Offered Fall 2012

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

Judy Franklin (Computer Science)
Offered Spring 2013

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 au-
dition. Students are accepted on the basis of musician-
ship, competence, and potential. Auditions take place
during orientation. Please consult the music office or
department Web site for details.

When no instructor for a particular instrument is
available at Smith College, every effort is made to pro-
vide students with qualified instructors from the Five
College community. Such arrangements may require
Smith students to travel to other campuses within the
Five College system.

Courses in performance consist of weekly private
lessons. Specific course expectations are determined
by the instructor. Two performance courses may not be
taken concurrently without permission of the depart-
ment. This restriction does not apply to chamber music
or conducting.

Performance study requires a yearlong commit-
ment. First- and second-year students normally take
lessons in addition to a regular course load. With
permission of the instructor, a student in the third or
fourth year may register for eight credits within or
above a regular program. All performance students
are encouraged to study music in the classroom. Non-
majors and non-minors wishing to take performance
beyond the second year must be taking or have already
taken two 4-credit classroom courses in music (MUS
100 Fundamentals of Music does not count).

No more than 24 credits in performance courses
may be counted toward graduation.

Students wishing to study performance with Five
College faculty must obtain departmental approval.

Performance courses require an additional fee,
which is waived for music majors and minors.

Performance courses carry the following numbering
sequence, credits, and section letters:

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 per-
formance study who, with their teacher’s permission,
May be substituted for
one

of the “six further classroom courses above the 100
level” required for the major. Prerequisites: four semes-
ters of performance for credit or the equivalent; audi-
tion and permission of the department. 8 credits.

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Piano. Judith Gordon, Grant Moss, Conor Hanick

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, Sarah Cornelius

**Viola.** To be announced

**Violoncello.** Volcy Pelletier

**Double bass.** (UMass)

**Viola da Gamba.** Alice Robbins

**Wind Instruments.** Ellen Redman, flute; Kirsten Hadden Lipkins, oboe; Lynn Sussman, clarinet; Emily Samuels, recorder; Rebecca Eldredge, bassoon

**Brass Instruments.** Donna Gouger, trumpet; Frederick Aldrich, French horn; trombone, tuba (UMass)

**Percussion.** (UMass)

**Harp.** Felice Swados

**Guitar.** Phillip de Fremery

**Drum Set.** Claire Arenius

### 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 (Spring 2013 only), Judith Gordon, 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  
Joseph Baldwin  
Offered Fall 2012

### 905j Opera Scenes Workshop:

**An Introductory Course in Performance of Operatic Scenes**  
Classes will consist of daily coaching (musical and dramatic) and staging, culminating in a public performance at the end of the session. Students will gain experience in stage movement, role characterization and vocal performance. This intensive workshop will require preparation of assigned roles prior to the first rehearsal. Prerequisite: enrollment in Vocal Performance course or permission of the instructor. {A} 1 credit  
Karen Smith Emerson  
Offered Interterm 2013

**Smith College Orchestra**  
A symphony orchestra open to Smith students, Five College students, and community members. The orchestra gives one concert each semester and performs at annual events such as Family Weekend and Christmas Vespers. Rehearsals on Tuesday evenings.  
Jonathan Hirsh, Conductor

**Smith College Javanese Gamelan Ensemble**  
One concert per semester. Open (subject to space) to Smith students, other Five College students, faculty, and staff. No prior experience necessary. Rehearsals on Tuesday evenings.  
Sumarsam and Margaret Sarkissian, Directors

**Smith College Jazz Ensemble**  
One rehearsal per week; at least two concerts per semester. Open to Smith and Five College students, and members of the community, with all levels of prior jazz training.  
Genevieve Rose, Director

**Smith College Wind Ensemble**  
One rehearsal per week; at least one concert per semester. Open to Smith and Five College students, faculty, staff, and members of the community with prior instrumental experience.  
Ellen Redman, Director

**Smith College Irish Music Ensemble: The Wailing Banshees**  
One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff, and members of the community.  
Ellen Redman, Director
Choral Ensembles

The Choral Program at Smith includes three ensembles. Each ensemble performs annually at Family Weekend, Montage, Autumn Serenade, Christmas Vespers, 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 and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.

Joseph Baldwin, Conductor

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the baroque period. An extensive collection of medieval, Renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

Robert Eisenstein, Director

The Major

Advisers: Members of the department

Adviser for Study Abroad: Peter Bloom

Requirements: Ten semester courses, the basis (102, 110, and 202), six further classroom courses above the 100 level, and 325 in the senior year. Of the six further classroom courses, at least one must be taken in three of the following areas:

History of Western music
American music
World music
Music theory and analysis
Composition and digital music

In world music and in American music, 101 and 105 or 106, respectively, may be substituted for a further classroom course above the 100 level. In music theory and analysis, students who place out of 110—a placement test can be scheduled as necessary at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the ten courses required for the major.

Students who are contemplating graduate work in any branch of music should consult an appropriate member of the department for advice in selecting suitable elective courses. Students interested in graduate work in music are urged to acquire some knowledge of German, French, or Italian (for studies in the Western tradition) or of a relevant foreign language (for studies beyond the Western tradition).

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

Music Major with Concentration in Performance

Majors who have demonstrated an extraordinary level of achievement in performance may, before March of their junior year, seek via audition before a representative committee of the department, to substitute 940y (for 8 credits) in their senior year for one of the “six further classroom courses above the 100 level” required for the major.
The Minor

Advisors: Members of the department

Requirements: Six semester courses: the basis (102, 110, 202) and three further classroom courses of which at least two should be above the 100 level.

Students who place out of 110—a placement test can be scheduled as necessary at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the six courses required for the minor.

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

Honors

Director: Steve Waksman (Fall 2012), Margaret Sarkisian (Spring 2013)

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

Requirements: A GPA of 3.5 in classroom courses in music through the end of the junior year; a GPA of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to eight credits, and will take an oral examination on the subject of the thesis. The thesis in history, theory, or cultural studies will normally be a research paper of approximately fifty pages. The thesis in composition will normally be a chamber work of substantial duration. The final grade (highest honors, high honors, honors, pass) will be calculated as follows: thesis (60 percent); grades in music (20 percent); performance on the oral examination (20 percent).

Examination: Students will take an oral examination on the subject of their thesis.

The Five College Ethnomusicology Certificate Program

Advisors: Members of the Five College Ethnomusicology Committee

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements: To obtain a Five College certificate in Ethnomusicology, students must successfully complete a total of seven (7) courses distributed as indicated in the following four (4) categories.

1) Area Studies or Topics courses: at least two courses
2) Methodology: at least two courses
3) Performance: at least one course
4) Electives: negotiated in consultation with the student’s ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as African Studies, American Studies, Asian Studies, or Middle East Studies; or others related to a particular student’s ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study abroad or domestic exchange experience, in depth study of a single musical tradition, or comparative studies of several musical traditions.

List of Courses and Ensembles
Will be posted and updated on our Web site: www.five-colleges.edu/sites/ethnomusicology.
Neuroscience

Neuroscience Committee
Margaret E. Anderson, Professor of Biological Sciences
Mary Harrington, Professor of Psychology
1 Virginia Hayssen, Professor of Biological Sciences
Richard Olivo, Professor of Biological Sciences
2 Stylianos Scordilis, Professor of Biological Sciences
David Bickar, Professor of Chemistry
Maryjane Wraga, Professor of Psychology
Adam Hall, Associate Professor of Biological Sciences, Director
2 Michael Barresi, Assistant Professor of Biological Sciences
2 Annaliese Beery, Assistant Professor of Psychology
Beth Powell, Lecturer in Psychology
Allison Anacker, Eveillard Postdoctoral Fellow in Neuroscience

PSY 210/NSC 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. Seniors require permission of the instructor. This course has no prerequisites. {N} 4 credits
Adam Hall
Offered Spring 2013

230 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments, and data analysis. Prerequisites: PSY 210 or 221 and CHM 111 or 118 or permission of the instructor. Not open to seniors. Enrollment limited to 16. {N} 4 credits
Mary Harrington
Offered Fall 2012, Spring 2013

314 Neuroendocrinology
This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, and stress-reactivity. Concurrent enrollment in NSC 315 is recommended but not required. Prerequisites: PSY 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N} 4 credits
Annaliese Beery
Offered Fall 2013

315 Neuroendocrinology Laboratory
Laboratory sessions in this course will complement the material in NSC 314 by exploring the neuroanatomy of the endocrine system, methods of detecting and assessing hormone action, and correlations between hormone levels and experiences of daily life. Enrollment limited to 16. Prerequisite: NSC 314 (must be taken concurrently). {N} 1 credit
Annaliese Beery
Offered Fall 2013

312 Seminar in Neuroscience
General Anesthesia
This seminar will explore the history of general anesthesia, current anesthetic practices and the molecular mechanisms of anesthetic actions in the brain. Prerequisite: either BIO 202, 200, 300 or 310. Enrollment limited to 12. {N} 4 credits
Adam Hall
Offered Spring 2013

Biological Rhythms
Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of: BIO 200, 202, or 230, and permission of the instructor. Enrollment limited to 12. {N} 4 credits
Mary Harrington
Offered Spring 2014

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
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

(Pending CAP approval)

Core courses: BIO 150/151; BIO 152/153 or 230/231; CHM 111 or 118, 222; PSY 210/NSC 210; one course with laboratory from BIO 200/201, 202/203; PSY 190, MTH 190 or 245; NSC 230; two courses with laboratories from the following: BIO 300/301, 302/303, 310/311, NSC 314/315.

Two electives:
2. Select one from NSC 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), NSC 312, BIO 323, BCH 380, PSY 314, 319, 326.

A total of 53 credits is required in the major. The S/U option may not be used for courses in the major. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors.

BIO 200, 202, 230, 300, 302, 310 or NSC 311 may be taken as either core or elective, but one course cannot be counted as both core and elective.

BIO 150 Cells, Physiology, and Development
Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. [N] 4 credits
Christine White-Zielger, Danielle Ignace, Michael Barresi
Offered Fall 2012, Spring 2013

BIO 151 Cells, Physiology, and Development 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 2012

BIO 200 Animal Physiology
Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. [N] 4 credits
Richard Briggs and Margaret Anderson
Offered Fall 2012

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
Richard Briggs and Margaret Anderson
Offered Fall 2012

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
Stylianos Scordilis
Offered Fall 2012

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 2012
BIO 230 Genomes and Genetic Analysis
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include: DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. {N} 4 credits Steven Williams and Robert Merritt Offered Spring 2013

BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} 1 credit Lori Saunders Offered Spring 2013

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 or 202. Laboratory (BIO 301) must be taken concurrently. Web site: tinyurl.com/bio300. {N} 4 credits Richard Olivo Offered Spring 2013

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 2013

BIO 302 Developmental Biology
How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. We will web conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230; BIO 154 is suggested. {N} 4 credits Michael Barresi Offered Fall 2012

BIO 303 Research in Developmental Biology
Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. BIO 302 (must be taken concurrently). Enrollment limited to 12. {N} 1 credit Michael Barresi Offered Fall 2012

BIO 310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230, or permission of the instructor. Enrollment limited to 20. {N} 4 credits Adam Hall Offered Fall 2012

BIO 311 Research in Molecular Neuroscience
This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function. 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 is a prerequisite and must be taken concurrently. Enrollment limited to 20

Adam Hall
Offered Fall 2012

BIO 323 Seminar: Topics in Developmental Biology

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

Michael J. Barresi and L. David Smith
Offered Spring 2013

BIO 362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor.

Virginia Hayssen
Offered Fall 2013

BIO 363 Animal Behavior: Methods

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course, or permission of the instructor. Enrollment limited to 15 students.

Virginia Hayssen
Offered Fall 2012

BCH 380 Seminar: Topics in Biochemistry

Biochemical Bases of Epilepsy

Following the decade of the brain there has been a surge in understanding of the biochemical and molecular bases of epilepsy. This seminar will explore how changes in neurochemistry, mutations in ion channels, and aberrant protein modifications can lead to epileptiform activity in the brain. Prerequisite: Cell Biology, BIO 202.

Adam Hall
Offered Spring 2014

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.

Maryjane Wraga
Offered Spring 2013

PSY 219 Cognitive Neuroscience

Cognitive neuroscience uses neuroimaging techniques such as PET and MRI to examine issues related to the mind/brain. This course covers such topics as perception and encoding, cerebral lateralization and specialization, the control of action and executive function. Prerequisites: PSY 111; PSY 210 or PSY 221; or permission of the instructor.

Maryjane Wraga
Offered Spring 2014

PSY 221 Physiology of Behavior

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD, and neurological disorders. Open to entering students.

Beth Powell
Offered Fall 2012

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.
Neuroscience 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 2013

PSY 227 Brain, Behavior, and Emotion
This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding, motivation, and happiness. Special attention will be paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. Prerequisites: Introduction to Psychology, Introduction to Neuroscience, or permission of the instructor. (N) 4 credits
Annaliese Beery
Offered Fall 2012

PSY 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 film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. (N) 4 credits
Maryjane Wraga
Offered Spring 2013

PSY 326 Seminar in Biopsychology
Topic: Environmental Origins. How does experience get “under the skin” to influence health, physiology, and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We will critically examine biomarkers used as proxies of experience including hormone levels, markers of cellular aging, inflammation, and epigenetic regulation of the genome. Prerequisites: A 200-level course in biopsychology or neuroscience, an introductory biology course, statistics, and research methods. Enrollment limited to 12. (N) 4 credits
Annaliese Beery
Offered Spring 2013

Adviser for Study Abroad: Mary Harrington
Adviser for Transfer Students: Virginia Hayssen

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, 219, 221, 222, 227, 314, 319, 326; NSC 312, 314; BIO 200, 202, 230, 300, 302, 310, 323, 362, 363; BCH 380.

The S/U option may not be used for courses in the minor.

Honors

Director: Adam Hall

430d Honors Project
8 credits
Full-year course; offered each year

432d Honors Project
12 credits
Full-year course; offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Philosophy

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

**Professors**

- Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
- John M. Connolly, Ph.D.
- Elizabeth V. Spelman, Ph.D.
- Jay L. Garfield, Ph.D.
- Albert Mosley, Ph.D.
- Nalini Bhushan, Ph.D.
- Susan Levin, Ph.D., Chair

**Associate Professor**

Jeffry Ramsey, Ph.D.

**Lecturers**

- Ernest Alleva, Ph.D.
- Samuel Ruhmkorff, Ph.D.
- Constance Kassor, Ph.D.

**Research Associates**

- Janice Moulton, Ph.D.
- Meredith W. Michaels, Ph.D.

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows from What?

Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating, and the popular press. Deduction and induction, logical symbolism and operations, paradoxes, and puzzles. May not be taken for credit with PHI 202. **(M)** 4 credits

James Henle (Mathematics), Samuel Ruhmkorff (Philosophy)

Offered Fall 2012

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 2013

FYS 102 Animal Rights

This course will examine the morality of the domination of other species for human interests: should non-human species have rights, or should we only have to show concern for their welfare. Pursuing these issues will involve disparate areas in philosophy (theoretical and applied ethics, philosophy of mind, philosophy of language, philosophy of biology) applied to the use of non-humans in agriculture, biology, psychology, and medicine. Enrollment limited to 16 first-year students. WI (E) 4 credits

Albert Mosley (Philosophy)

Offered Fall 2012

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

Ernest Allena (Philosophy), Andy Rotman (Religion)
Offered Spring 2013

124 History of Ancient and Medieval Western 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 2012

125 History of Early Modern European Philosophy
A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant. Maximum number of students per section 15. \{H/M\} 4 credits

Jeffry Ramsey
Offered Spring 2013

127 Indian Philosophy
An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? We will read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester we will briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. \{H\} 4 credits

Nalini Bhushan
Offered Fall 2012

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. WI \{N/M\} 4 credits

Nalini Bhushan (Philosophy) and David Bickar (Chemistry)
Offered Fall 2012

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

Nalini Bhushan
Offered Spring 2013

209/PSY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. \{N\} 4 credits

Jill de Villiers
Offered Spring 2013

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 2012
222 Ethics
An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. Enrollment limited to 25 students.
{H/S} 4 credits
Ernest Alleva
Offered Fall 2012

224 Philosophy and History of Scientific Thought
Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism; explanation; confirmation of theories and hypotheses; causes; and the role of values in science. {N} 4 credits
Jeffry Ramsey
Offered Fall 2012

225 Continental Philosophy
This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include: human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings’ relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. {H} 4 credits
Susan Levin
Offered Fall 2012

230 American Philosophy
Topic: Pragmatism and Neo-Pragmatism. This course will survey the unique contributions of American philosophers to the development of the Western philosophical tradition. Pragmatism rejected a number of the basic assumptions of ancient, medieval, and modern philosophy, and has played a leading role in reconfiguring our conceptions of knowledge, truth, beauty, and morality. We will read selections from the founders of pragmatism (Ralph Waldo Emerson, Charles Peirce, William James, John Dewey, George Herbert Mead, Alaine Locke) and from neo-pragmatists (W.V. Quine, Hilary Putnam, Richard Rorty, Stanley Cavell, Richard Shusterman) in order to show the relevance of pragmatism to contemporary debates concerning the nature of science, technology, aesthetics, politics, and the law. Enrollment limited to 25. {H} 4 credits
Albert Mosley
Offered Spring 2013

234 Philosophy and Human Nature: Theories of the Self
Topic: Desire. For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people’s capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we shall be examining questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? {S} 4 credits
Elizabeth V. Spelman
Offered Fall 2012

236 Linguistic Structures
Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus will be on the revolution in linguistics introduced by Noam Chomsky, and the profound questions it raises for human nature, linguistic universals, and language acquisition. {N/M} 4 credits
Jill de Villiers
Offered Spring 2013

238 Environmental Ethics
The goal of this course is to prepare students to understand and critically evaluate various ethical perspectives on human beings’ interactions with nature and these perspectives’ applications to environmental issues. The principal ethical perspectives studied are: anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We will study representative descriptions and defenses of these perspectives and will examine in particular whether they can validly and effectively help us resolve environmental problems. We will study controversies about biodiversity, wilderness protection, global climate change, and pollution. Enrollment limited to 40. {S/H} 4 credits
Jeffry Ramsey
Offered Fall 2012

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. Prerequisite: one course in philosophy or health studies. \{S\} 4 credits

Susan Levin
Offered Spring 2013

252 Buddhist Philosophy: Madhyamaka and Yogacara
This course examines the two principal schools of Indian Mahayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogacara or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. We will read each school’s principal sutras and early philosophical texts, medieval Tibetan and Chinese commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in Philosophy or Buddhist Studies. Enrollment limited to 40. \{H\} 4 credits

Connie Kassor
Offered Spring 2013

253j Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students explore Varanasi and we visit important Buddhist historical and pilgrimage sites. Each student is paired with a Tibetan student “buddy” so as to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. \{H/S/M\} 3 credits

Sue Darlington
Offered Interterm 2013

254 African Philosophy
This course will explore the debate as to whether traditional African beliefs should be used as the foundation of contemporary African philosophy; the relationship between tradition and modernity in colonial and postcolonial Africa; and the relationship between African and African-American beliefs and practices. In exploring this issue we will read selections from Africans (Mbiti, Senghor, Hountondji, Bodunrin, Wiredu, Appiah, Sodips, Eze), African-Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Levy-Bruhl, Tempels, Horton), and European-Americans (Crawford, Bernasconi, Janz). \(E\) \{L/H/S\} 4 credits

Albert Mosley
Offered Fall 2012

PRS 303 Talking Trash
Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production, and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. “Waste,” along with close relatives such as “trash,” “rubbish,” and “garbage,” is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. \(E\) \{S\} 4 credits

Elizabeth V. Spelman
Offered Fall 2012

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. \{M\} 4 credits

Nalini Bhushan
Offered Spring 2013
PSY 313 Seminar in Psycholinguistics

Topic: Language and Thought. The seminar will consider contemporary work on the relationship between language and thought, including the recent rise in “NeoWhorfianism,” or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of: PSY/PHI 213, PHI 236, PSY 233, PSY/PHI 209, PSY 218, PHI 262, or permission of instructor. {N} 4 credits

Jill de Villiers
Offered Fall 2012

324 Seminar in Ancient Philosophy

Topic: Plato. This seminar focuses on Plato’s central metaphysical insights and their implications for his treatment of virtue, politics, and thriving. Readings include the Gorgias, Symposium, Republic, Statesman, and Laws. Recommended background: PHI 124 or the equivalent. {H} 4 credits

Susan Levin
Offered Spring 2013

Cross-Listed Courses

HSC 211 Perspectives in the History of Science

Topic: The Scientific Revolution. What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of ‘science,’ which was known as ‘natural philosophy,’ change during this time period? Readings will be drawn from primary and secondary sources. {H/N} 4 credits

Jeffry Ramsey
Offered Spring 2013

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

Advisers for Study Abroad: Nalini Bhushan

Requirements: Ten semester courses in Philosophy including:

1) two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125
2) either LOG 100, LOG 101, or PHI 202
3) three 200-level courses, one each from three of the following areas (check department Web site for designation of current courses): 1) Value Theory; 2) Social/Political Philosophy; 3) Culture and Material Life; 4) Metaphysics and Epistemology; 5) Language and Logic; 6) Science and Technology;
4) PHI 200, normally taken in the sophomore year
5) two 300-level courses

Notes:

1) topics courses, such as 210, may fall under different rubrics in different years
2) courses in related departments may be included in the major program of ten courses only with approval of the department; petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered

Students and their faculty advisers together will regularly assess the student’s progress in the major in light of the following desiderata:

Skills and competencies: e.g., LOG 100, PHI 200, the ability to write papers of varying lengths (from 2 to 25 pages to honors theses), knowing how to locate and assess scholarly literature, being comfortable at presenting philosophical material orally. Philosophy majors are expected to master all of these; and

Breadth and depth of understanding of texts, topics and themes, traditions, and perspectives. Each of the following is a strong desideratum for a philosophy major:

1. systematic study of one or more major philosophical texts;
2. topics and themes: e.g., human beings’ relationship to technology, to the environment; the relationship
between language and reality; the nature and functions of human cognition; human flourishing; the human body; the significance of race, gender, class, etc.; the meaning of work; the meaning of life; end-of-life care, etc.;

3. traditions: tracing philosophical dialogues through time—ancient, medieval, and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, etc.;

4. perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—e.g., courses such as The Meaning of Life, Cosmopolitanism, Hermeneutics; Meaning and Interpretation, and those that explore the significance of race, class, gender, and nation;

5. extensive study of the philosophy of a single major figure;

6. an element of study in a related field or fields.

The Minor

**Advisers for the Minor:** Members of the department

The minor in philosophy consists of at least five courses: a two-course “basis,” which typically will include a course in LOG and a 100-level PHI course; and a three-course “concentration,” to be built by the student in close consultation with her adviser and with the approval of the department.

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

Honors

**Director:** Jeffry Ramsey

**430d Honors Project**
8 credits
Yearlong course; Offered each year

**431 Honors Project**
8 credits
Offered each Fall

**432d Honors Project**
12 credits
Yearlong course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Entering students planning to major in physics should take PHY 115 or PHY 117 along with courses in mathematics in the first year.

Students entering with a particularly strong background in physics should confer with a member of the Department about taking a more advanced course in place of one or more of our introductory courses.

Students with scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115/117 and 118 for credit.

**FYS 132 Physics for Future Presidents**
An introduction to the essential physics every world leader needs to know. Emphasis is on the conceptual understanding and application of physics relevant to real-world problems rather than mathematical computation. Topics include energy, power and explosives, rockets and satellites, radioactivity, nuclear power, and nuclear weapons, electric power generation and transmission, medical imaging, night vision, radar, and x-ray detection, earthquakes and waves, the earth’s energy balance and global warming, transistors, lasers and other quantum devices, and the critical role special and general relativity play in the functioning of GPS navigational devices. Enrollment limited to 16 first-year students. (E) WI \{N\}

Nathanael Fortune
Offered Fall 2012

**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; 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 20. (E) \{N\} 4 credits

Not offered 2012–13

**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

Not offered 2012–13
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. [N] 4 credits
Not offered 2012–13

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 20. [N] 4 credits
Not offered 2012–13

115 Introductory Physics I
The concepts and relations (force, energy, and momentum) describing physical interactions and the changes in motion they produce, along with applications to the physical and life sciences Prerequisite: one semester introductory calculus course covering the basic principles and methods of integration and differentiation (MTH 111 or equivalent). [N] 5 credits
Nathanael Fortune, Fall 2012
Courtney Lannert, Spring 2013
Offered both semesters 2012–13

117 Advanced Introductory Physics I
A more mathematically advanced version of PHY 115 for students with more extensive mathematical experience. Prerequisite: one semester introductory calculus course on the basic principles and methods of integration and differentiation (MTH 111 or equivalent). Students cannot receive credit for both PHY 115 and 117. [N] 5 credits
Doreen Weinberger, Spring 2013
Offered Spring 2013

118 Introductory Physics II
Simple harmonic motion, fluids, electricity and magnetism. Lab experiments are integrated into the in-class lectures, discussions, and problem solving activities. Three extended-length classes/week plus a discussion section. Satisfies medical school and engineering requirements for an introductory physics II course with labs. Prerequisite: 115/117 or permission of the instructor. [N] 5 credits
Joyce Palmer-Fortune
Offered both semesters 2012–13

201 Renewable and Non–Renewable Energy: Science and Implications
Fossil fuel use is rising at an increasing rate, but stocks are finite and non-renewable. How can we meet future world demand for energy? How do we make our energy use sustainable? This course considers the scientific basis, environmental implications, and economic viability of renewable and non-renewable energy sources, including coal, petroleum, natural gas, geothermal, nuclear, water, wind, solar, and biofuels. Students use this information to develop short-term and long-term energy policies. (E) [N] 4 credits
Not offered 2012–13

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, integral transforms. Prerequisites: MTH 112 or 114 or the equivalent, and PHY 115 or PHY 117, or permission of the instructor. [N/M] 4 credits
Doreen Weinberger, Fall 2012
Courtney Lannert, Spring 2013
Offered both semesters 2012–13

215 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: 118 or permission of the instructor. [N] 4 credits
Doreen Weinberger
Offered Spring 2013

240 Physical Electronics
A semester of experiments in electronics, with emphasis on designing, building and trouble shooting circuits.
Discrete electronic components: physics and applications of diodes and transistors. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: 118 or permission of the instructor. \( \text{N} \) 4 credits

Nalini Easwar
Offered Fall 2012

315 Modern Physics II
More detailed, rigorous, and extended discussion of topics covered in PHY 215 Modern Physics I. Prerequisite: PHY 210 and PHY 215. \( \text{N} \) 4 credits

Travis Norsen
Offered Fall 2012

317 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisites: 118 and 210, or permission of the instructor. Co-requisite: 215 or permission of the instructor. \( \text{N} \) 4 credits

Nalini Easwar
Offered Spring 2013

318 Electricity and Magnetism
Electrostatic and magnetostatic fields in vacuum and in matter, electrodynamics and electromagnetic waves. Prerequisite: 118, 210 and 215 or permission of the instructor. \( \text{N} \) 4 credits

Doreen Weinberger
Offered Fall 2012

319 Thermal Physics
Introduction to statistical mechanics and thermodynamics. Prerequisites: 210, 315 or permission of the instructor. \( \text{N} \) 4 credits

Nalini Easwar
Offered Fall 2012

327 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: 315 and 317 or permission of the instructor. \( \text{N} \) 4 credits

Travis Norsen
Offered Spring 2013

350 Experimental Physics
A course in which students make use of advanced signal recovery methods to design and perform laboratory experiments covering a wide range of topics in modern physics. Available experimental modules include pulsed and CW NMR, optical pumping of atoms, single photon quantum interference, magneto-optical polarization, the Franck-Hertz experiment and the Hall effect. Experimental methods include signal averaging, filtering, modulation techniques and phase-sensitive detection. Students select up to 4 extended experiments per semester, planning their experiment, preparing equipment, performing measurements, analyzing data and presenting written and/or oral reports. Each module counts for 1 credit. Prerequisites: PHY 240 or the equivalent. May be repeated for credit up to a maximum number of 8 credits. Enrollment limited to 8. \( \text{E} \) \( \text{N} \) 1—4 credits

Nathanael Fortune
Offered Spring 2013

360 Advanced Topics in Physics
Selected special topics which will vary from year to year. The Topic for Spring 2013 is Climate Physics: a detailed investigation of climate models and the physical mechanisms controlling climate change. Topics include the climate system; solar radiation, radiative transfer, and the Earth’s energy budget; and climate models and predictions. Students will use state of the art climate models from NASA/Goddard Space Institute as well as construct and test their own numerical and analytical models of the Earth’s climate based on the underlying physics. Prerequisites: PHY118, PHY210 or MTH 212, and PHY215, or permission of instructor. Students are encouraged but are not required to take GEO 104. \( \text{N} \) 4 credits

Nathanael Fortune
Offered Spring 2013

399 Current Topics In Physics
For this course we will read articles and attend talks on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 315, or permission of the instructor. Restricted to juniors and seniors. \( \text{N} \) 2 credits

Members of the department
Offered Spring 2013
400 Special Studies
By permission of the department. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Nalini Easwar, Nathanael A. Fortune, Gary Felder, Doreen Weinberger

Physics is a fundamental, rapidly evolving and increasingly interdisciplinary discipline. A foundation in physics provides a gateway to multiple career options in physics, astrophysics, applied physics and engineering, geophysics, environmental studies, mathematics, chemistry, metrology, biophysics, medicine, and the teaching of physics. New tools continue to open up new areas of study.

The undergraduate physics curriculum at Smith stresses the fundamental principles, concepts and methods of physics with emphasis placed on analytical reasoning, problem-solving, and the critical evaluation of underlying assumptions in theory and experiment. Built around the core courses that achieve this goal, the major allows options within the requirements that provide flexibility to students primarily interested in interdisciplinary applications of physics. The PHY courses in the requirements are intended for students interested in pursuing graduate work in physics, astrophysics and allied fields. The EGR course options serve students primarily interested in the applied aspects of physics, the CHM options serve students primarily interested in materials science and chemistry, and the GEO options serve students interested in the geosciences.

The requirements for the major are as follows:

PHY 115 or 117
PHY 118
PHY 210
PHY 215
PHY 240 or EGR 220 (if double majoring in Engineering)
PHY 315 or GEO 221
PHY 317
PHY 318
PHY 319 or CHM 332
PHY 327 or CHM 331
PHY 350 (at least 4 credits) PHY 399
one additional 300-level physics course, typically PHY 360

Some courses in AST, BIO, CHM, EGR, and GEO may be used to replace the 300-level physics elective, including AST 330, 335, 337, 352; CHM 335, 336, 338, 398; EGR 312, 320, 322, 372, 373, 374, 375, 387; GEO 309, 311. Students are advised to check with members of the physics department to choose the appropriate options; other courses may qualify, with permission of the department.

Students planning graduate study in physics are also advised to take as many 300-level physics courses as possible. Students should also acquire a facility in scientific computing and numerical analysis, and design and fabricate a working tool, instrument or device in the Center for Design and Fabrication.

The Minor

Advisers: Members of the department

The minor consists of: 115/117, 118, 215 and three additional 200- or 300-level physics courses. When appropriate, and with prior approval, one qualifying course in the student’s major can be substituted for one of the 3 physics electives required for the physics minor. Interested students should consult with a member of the department.

Honors

Director: Nathanael Fortune

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Presidential Seminars (PRS) are interdisciplinary seminars that provide advanced students (juniors and seniors) with an opportunity to grapple with complex, challenging problems that require multiple disciplinary perspectives and methods to analyze them. These seminars enable juniors and seniors to bring to bear their talents and apply their acquired knowledge to problems of significance.

PRS 301 Translating New Worlds
This course investigates how New World explorations were translated into material culture and patterns of thought in early modern Europe and the Americas (1500–1750). Focusing upon geographies, ‘anthropologies,’ material objects, and pictorial and written records, we analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (corn, chocolate red dye, gold and silver) to published narratives and collections of objects made in New Spain, Brazil, New England and New France. In addition to initial 16th-century contacts, we discuss cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. This seminar welcomes students who are interested in art history, literature, history, anthropology, or the history of science. Reading knowledge of one relevant European language (French, German, Italian, Portuguese, or Spanish) strongly recommended. Enrollment limited to 15 juniors and seniors. \{A/H/L\} 4 credits
Elizabeth V. Spelman
Offered Fall 2012

PRS 303 Talking Trash
Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production, and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. “Waste,” along with close relatives such as “trash,” “rubbish,” and “garbage,” is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. \{S\} 4 credits
Elizabeth V. Spelman
Offered Fall 2012

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being
Presidential Seminar: What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists, and psychotherapists. The focus of the course will be the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105; or one course in Buddhist traditions; or permission of an instructor. Enrollment limited to 15 juniors and seniors. \{S/N\} 4 credits
Philip Peake (Psychology) and Jamie Hubbard (Religion)
Offered Fall 2012

PRS 313 Western Encounters in Afghanistan: from Alexander the Great to Modern Archaeology
This interdisciplinary seminar examines three representative western encounters in Afghanistan: the conquest by Alexander the Great and the making of Greek Bactrian civilization; British encounters culminating in the first two (19th century) Anglo-Afghan wars that inspired travelogues, memoirs and poems by Rudyard Kipling; and modern archaeology that rediscovered ancient Greek remains and museum exhibitions that link Afghanistan’s past and present with that of the West. We will use historical, literary and other approaches to
examine the real and symbolic significance of Afghanistan to various “Westerners,” its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint upon a land that was proverbially difficult to conquer and harder still to rule. The course is cross listed and accepted for credit in Archaeology, English and History. Enrollment limited to 15 juniors or seniors. (H) 4 credits Richard Lim (History) and Cornelia Pearsall (English)
Offered Fall 2012

PRS 316 Revising the Past in Chinese Literature and Film
This seminar will explore how China recollects, reflects and reinterprets its past, and how Chinese history and its literary and cultural traditions are represented in a new light on the world stage through film and literature. We will also examine closely how tradition is integrated and transformed into modern Chinese society and life. Topics include literary texts and films about Confucius and the First Emperor of China, the concept of Hero, the representation of Mulan, and the heroine Qiu Jin. Enrollment limited to 12 juniors and seniors. (E) [L] 4 credits Sujane Wu (East Asian Languages and Literatures)
Offered Fall 2012

PRS 319 South Asians in Britain and America
This seminar will compare the cultural implications of two recent waves of migration of South Asian peoples: post-World War Two migrations of “skilled/unskilled” labor to Britain; and the still ongoing, post-1965 migrations to North America. We will focus on cultural production (literature, film, music) that records, reflects on, and seeks to intervene in the cultural processes of such profound shifts. Taking an interdisciplinary approach, we will investigate the causes and consequences of migration and diaspora in their historical, political and economic contexts, emphasizing questions of gender, globalization, community, identity, religious fundamentalism and assimilation. Writers include Rushdie, Naipaul, Kureishi, Jhumpa Lahiri, Monica Ali, among others. Open to students interested in the South Asia Concentration, literature, film, history, anthropology, AMS and SWG, and others. Enrollment limited to 12 juniors and seniors by permission of the instructor. (E). {L/H/S} 4 credits Ambreen Hai (English Language and Literature)
Offered Fall 2012

PRS 325 Political Economy of Humanitarianism
Humanitarian assistance such as emergency food aid, establishment of refugee camps, disaster relief, and military interventions to protect civilians has become a pervasive feature of international relations. This course explores the complex governance and economic distribution networks that have evolved around humanitarian assistance, networks which include national governments, NGOs, international organizations, and private donors. Through readings in a wide variety of fields, it delves critically into the philosophical and ethical issues surrounding the principles and practice of humanitarian relief and intervention. Open to students interested in global issues, Economics, Anthropology, Sociology, History, and politics. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) [S] 4 credits Mlada Bukovansky (Government)
Offered Spring 2013

PRS 328 Child Trafficking in the United States
This course examines the conscription of children into labor and the sex trade, indentured in employment or bought and sold as commodities in the United States. It explores the causes of trafficking with particular attention to cultural influences in the U.S. that promote, or encourage willful blindness to, the practice. Specific topics include labor trafficking and its intersection immigration issues, sex trafficking with a focus on how runaways and children leaving the foster care system are induced to enter prostitution, and concerns about trafficked children in adoption. The course also explores the difficulties inherent in uncovering and policing trafficking and concludes with an exploration of efforts to eliminate trafficking through both domestic and international law and policy. Juniors and seniors with an interest in research, policy and advocacy are encouraged. Enrollment limited to 15 juniors or seniors. (E) [S] 4 credits Alice Hearst (Government) and Marsha Pruett (School for Social Work)
Offered Spring 2013
Psychology

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
"2" Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
"2" Peter A. de Villiers, Ph.D.
†1 Randy O. Frost, Ph.D.
†1 Fletcher A. Blanchard, Ph.D.
Mary Harrington, Ph.D.
"2" Philip K. Peake, Ph.D.
Patricia M. DiBartolo, Ph.D., Chair
Bill E. Peterson, Ph.D.
"2" Lauren E. Duncan, Ph.D.
Maryjane Wraga, Ph.D.

Adjunct Professors
Maureen A. Mahoney, Ph.D.
Marsha Kline Prueitt, Ph.D., M.S.L.

Associate Professors
Nnamdi Pole, Ph.D.
"2" Byron L. Zamboanga, Ph.D.
Benita Jackson, Ph.D., M.P.H.

Assistant Professor
"2" Annaliese Beery, Ph.D.

Senior Lecturers
Beth Powell, Ph.D.
David Palmer, Ph.D.

Assistant in Statistics
David Palmer, Ph.D.

Research Associates
Robert Teghtsoonian, Ph.D.
Martha Teghtsoonian, Ph.D.
George Robinson, Ph.D.
Peter Pufall, Ph.D.
Michele T. Wick, Ph.D.

111 Introduction to Psychology
An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Students must enroll in a discussion section. Discussion sections are limited to 22. [N] 4 credits
Byron L. Zamboanga, Director
Maryjane Wraga, Nnamdi Pole, Peter de Villiers
Offered Fall 2012, Fall 2013

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 study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasized the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, ECO 220, GOV 190, MTH 241, MTH 245, or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Enrollment limited to 40. [M] 5 credits
Philip Peake, Fall 2012
David Palmer, Spring 2013
TBD, Spring 2013
Offered both semesters each year

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. Enrollments limited to 15 per section. {N} 4 credits

Annaliese Beery, Lauren Duncan, Benita Jackson, Fall 2012
Beth Powell, Patricia DiBartolo Bill Peterson, Spring 2013
Offered both semesters each year

MTH 245 Introduction to the Practice of Statistics
An application-oriented introduction to modern statistical inference: study design, descriptive statistics, random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures, and multiple regression. A wide variety of applications from the natural and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 245 satisfies the basis requirement for Biological Science, Engineering, Environmental Science, Neuroscience, and Psychology. Normally, students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, ECO 220, GOV 190, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 20. {M} 5 credits
Nicholas Horton
Offered both semesters each year

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
Jill de Villiers
Offered Spring 2013

210/NSC 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. Seniors require permission of the instructor. This course has no prerequisites. {N} 4 credits
Adam Hall
Offered Spring 2013

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 2012

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 Spring 2013

218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making, and consciousness. Prerequisite: 111 or permission of the instructor. {N} 4 credits
Maryjane Wraga
Offered Spring 2013

313 Seminar in Psycholinguistics
Topic: Language and Thought. The seminar will consider contemporary work on the relationship between language and thought, including the recent rise in “NeoWhorfianism,” or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic
labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of: PSY/PHI 213, PHI 236, PSY 233, PSY/PHI 209, PSY 218, PHI 262, or permission of instructor. Jill de Villiers
Offered Fall 2012

314 Seminar in Foundations of Behavior

Cognition in Film
This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. Maryjane Wraga
Offered Spring 2013

Autism Spectrum Disorders
This seminar discusses research on the neuro-cognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics will include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of PSY213, PSY233, or PSY253, or permission of the instructor. Peter de Villiers
Offered Spring 2013

326 Seminar in Biopsychology

Environmental Origins
How does experience get “under the skin” to influence health, physiology, and behavior? This seminar explores how environmental factors become biologically encoded across the life-course. Topics include prenatal origins of adult disorders, endocrine disruption and behavior, and aspects of the physical and social environments that impact outcomes from depression to longevity. We will critically examine biomarkers used as proxies of experience including hormone levels, markers of cellular aging, inflammation, and epigenetic regulation of the genome. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. Enrollment limited to 12. Beth Powell
Offered Spring 2013

B. Health and Physiology of Behavior

ESS 220 Psychology of Sport
An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations, and a collaborative writing project. PSY 111 is recommended but is not a prerequisite. Tim Bacon
Offered Fall 2012

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. Beth Powell
Offered Fall 2012

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. Beth Powell
Offered Spring 2013
224 Learning and Behavior Change: Methods, Theory, and Practice
Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neuropsychological 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. \( \text{N} \) 4 credits
David Palmer
Not offered Fall 2013

225 Health Psychology
This course will provide an overview of health psychology using concepts, theories, methods, and applications of the field. We will critically examine state-of-the-art research and current gaps in knowledge to explore topics including: definitions of health and illness; stress and coping; health behaviors; and health promotion. Emphasis will be placed on the ways psychological factors interact with the social, cultural, economic, and environmental contexts of health. \( \text{N}/\text{S} \) 4 credits
Benita Jackson
Offered Spring 2013

227 Brain, Behavior, and Emotion
This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding, motivation, and happiness. Special attention will be paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. Prerequisites: Introduction to Psychology, Introduction to Neuroscience, or permission of the instructor. \( \text{N} \) 4 credits
Annaliese Beery
Offered Fall 2012

324 Seminar: Society, Psychology, and Health
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 empirical studies in behavioral medicine, public health, and nursing, as well as psychology. The capstone of the course will be applying the concepts and data we discuss to a social change project, conducted in small groups, aimed at improving campus health. Prerequisite: a previous 200-level course in the Health and Physiology of Behavior track (e.g. 221, 224, 225). Enrollment limited to 12. \( \text{N}/\text{S} \) 4 credits
Benita Jackson
Offered Fall 2012

325 Research Seminar in Health Psychology
Topic: Issues in Mind/Body Medicine. 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. \( \text{N}/\text{S} \) 4 credits
Benita Jackson
Offered Spring 2013

326 Seminar in Biopsychology
Topic: Alzheimer’s Disease. In this seminar we will discuss the history of Alzheimer’s Disease, the underlying cellular and molecular changes associated with this disease, and the range of symptoms. Both motor, cognitive, and emotional disturbances will be studied. Current treatments and potential future therapies will be covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience, and permission of the instructor. Enrollment limited to 12. \( \text{N} \) 4 credits
Mary Harrington
Offered Fall 2012

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 of children’s play to be arranged and one weekly scheduled discussion hour required. \( \text{S}/\text{N} \) 4 credits
Peter de Villiers
Offered Spring 2013
EDC 238 Introduction to the Learning Sciences
This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships, and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year, and second-year students. Enrollment limited to 55. \{S/N\} 4 credits
Alan Rudnitsky
Offered Fall 2012

241 Psychology of Adolescence and Emerging Adulthood
Exploring adolescents’ developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy, and intimacy in light of the major biological, cognitive, and social changes of this phase. Emphasis will be given to cultural concepts in adolescent/emerging adulthood psychology and development. Prerequisite: PSY 111. \{S/N\} 4 credits
Byron L. Zamboanga
Not offered 2012–13

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 2012

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 Fall 2012

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
Nnamdi Pole
Not offered 2012–13

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. Prerequisite: permission of the instructor. Enrollment limited to 12. \{N\} 4 credits
Bill Peterson
Offered Fall 2012

335 Research Seminar in Alcohol Use and Misuse
An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, pregaming (i.e., “drinking before drinking”), acculturation and alcohol use, motivations to drink, expectations about the effects of alcohol use, and athletic involvement and drinking behaviors among adolescents and emerging adults. Prerequisites: PSY 190 or MTH 190, 192, PSY 290 strongly preferred and permission of the instructor. \{N\} 4 credits
Byron L. Zamboanga
Offered Spring 2013

342 Seminar: Psychology of Adolescence and Emerging Adulthood Among U.S. Hispanics
Adolescence is a time of dramatic development whereby young people experience multiple changes in their physical, psychological, and social worlds. In the U.S., this age period presents adolescents with excit-
ing opportunities for growth, as well as challenges to healthy development. In an attempt to broaden our understanding of developmental and cultural processes during adolescence, this course will examine acculturation, as well as their relevance to psychosocial adjustment among Hispanic adolescents and emerging adults. Prerequisites: PSY 111 and permission of the instructor. Enrollment limited to 12. (E) (S) 4 credits

Byron L. Zamboanga
Not offered 2012–13

350 Seminar in Culture, Ethnicity, and Mental Health
This course aims to advance multicultural thinking in the study and practice of psychology by increasing understanding about mental health problems affecting the major U.S. ethnic minority groups. First, the course will use self-examination to provide an experiential understanding of ethnocultural development. Second, it will provide theoretical models and concepts for understanding ethnic minority mental health in a sociocultural, historical, psychological, and methodological context. Third, it will review culturally sensitive and responsive approaches to psychological assessment and treatment of psychological distress. Prerequisites: PSY 111 and at least one of the following: PSY 241, 247, 252. Permission of the instructors required. (S) 4 credits

Nnamdi Pole and Byron L Zamboanga
Offered Spring 2013

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 2012–13

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

Nnamdi Pole
Offered Spring 2013

253 Child Clinical Psychology
Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 111 and 252 or 253 or permission of the instructor. (N) 4 credits

Patricia DiBartolo
Offered Fall 2012

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

Not offered 2012–13

352 Seminar in Advanced Clinical Psychology

Topic: The Scientific Basis of Adult Psychotherapy
This seminar will provide a guided tour through the scientific literature on psychotherapy. We will begin with a historical overview of the field including a review of the major systems of psychotherapy (psychodynamic, behavioral, cognitive, and humanistic). We will then devote some time to developing critical skills for reading the scientific literature. These skills will be nurtured throughout the semester as we move through the major research on psychotherapy “outcome” and “process.” Outcome research traditionally asks the question, “Does psychotherapy work?” We will explore the field’s current position on that question and demonstrate that it leads naturally to the process question, “How does psychotherapy work?” We will discuss the current literature on this question and gain some “hands-on” experience with psychotherapy process measures. Course readings will be supplemented with videotapes and transcript material from actual psychotherapies. (N) 4 credits

Nnamdi Pole
Not offered 2012–13

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 253. Permission of the instructor required. (N) 4 credits

Patricia Di Bartolo
Offered Spring 2013
Psychology

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
Not offered 2012–13

358 Research Seminar in Clinical Psychology
An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: 192 and 252 and permission of the instructor. {N} 4 credits
Patricia DiBartolo
Offered Fall 2012

E. Social, Personality, and Gender

265 Colloquium: Political Psychology
This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leader, Followers, and Social Movements. In each of these sections, we will examine how psychological factors influence political behavior, and how political acts affect individual psychology. Enrollment limited to 18. {S} 4 credits
Lauren Duncan
Offered Fall 2012

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
Not offered 2012–13

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. Enrollment limited to 18. {S/N} 4 credits
Fletcher Blanchard
Offered Fall 2013

270 Social Psychology
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior, and social cognition. Prerequisite: PSY 111 or PSY 269. {N} 4 credits
Fletcher Blanchard
Offered Spring 2013

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
Not offered 2012–13

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well–Being
Presidential Seminar: What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists, and psychotherapists. The focus of the course will be the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105 or one course in Buddhist traditions; or permission of an instructor. Enrollment limited to 15 juniors and seniors. {S/N} 4 credits
Philip Peake (Psychology) and Jamie Hubbard (Religion)
Offered Fall 2012
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 2013

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 2013

374 Psychology of Political Activism
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 liberal and conservative social movements in the U.S. and abroad Prerequisite: permission of the instructor. (S) 4 credits
Lauren Duncan
Not offered 2012–13

375 Research Seminar on Political Psychology
An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right wing authoritarianism, group consciousness, and political activism. Prerequisite: PSY 192 or GOV 190 and PSY 266, and permission of the instructor. Enrollment limited to 16. (N) 4 credits
Lauren Duncan
Not offered 2012–13

F. Advanced Courses

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, GOV 190, MTH 241, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. (M) 4 credits
David Palmer
Offered Fall 2012

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:** Peter de Villiers

**Basis:** 111, PSY 190/MTH 190 and 192 or NSC 230.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the basis. The basis (111, 190, 192) must be completed before entering the senior year. Basis courses must be taken using the regular grading option (not S/U). Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth 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.

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. Basis courses must be taken using the regular grading option.

Honors

Director: MJ Wraga

431 Honors Project
8 credits
Offered each Fall

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Public Policy

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Director
**1 Randall Bartlett, Professor of Economics

Advisory Committee
**1 Randall Bartlett, Professor of Economics
†1 Donald Baumer, Professor of Government
Deborah Haas-Wilson, Professor of Economics
*2 Leslie King, Associate Professor of Sociology
Carrie Baker, Assistant Professor, Study of Women and Gender
Riché Barnes, Assistant Professor of Afro-American Studies
**1 Brent Durbin, Assistant Professor of Government

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 2013

IDP 208 Women’s Medical Issues
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media’s representation of women, and gender bias in health care. An international perspective on women’s health will also be considered. {N} 4 credits
Leslie Jaffe (Health Services)
Offered Spring 2013

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 2012

SWG 222 Gender, Law and Policy
This course explores the legal status of women in the United States historically and today, focusing in the areas of employment, education, sexuality, reproduction, the family, and violence. We will study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination, and pregnancy discrimination. We will study feminist activism to reform the law and will examine how inequalities based on gender, race, class, and sexuality shape the law. We will also discuss and debate contemporary policy and future directions. Prerequisite: SWG 150 or permission of the instructor. (E) {S} 4 credits
Carrie Baker (Study of Women and Gender)
Offered Fall 2012

SWG 271 Reproductive Justice
This course will explore reproductive justice in the U.S. and the influence of U.S. policy globally; address-
ing issues of law, policy, theory and activism. Topics include historic and contemporary state control over women’s reproduction, social movements to expand women’s control over their reproductive lives, access to reproductive care, reproductive technologies, reproductive coercion and violence, religious fundamentalism’s increasing influence over reproduction, and the discourses around women’s bodies and pregnancy. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality shape women’s ability to control their reproduction. Prerequisites: SWG 150 or permission of the instructor. WI [S] 4 credits

Carrie Baker (Study of Women and Gender)
Offered Fall 2012

ECO 224 Environmental Economics
The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods, and common property resources. Prerequisite: 150. [S] 4 credits
Susan Stratton Sayre (Economics)
Offered Spring 2013

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. Enrollment limited to 35. [S] 4 credits
Leslie King (Sociology)
Offered Spring 2013

GOV 244 Foreign Policy of the United States
In this course we ask and answer the following questions: Just what is “United States foreign policy?” By what processes does the U.S. define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. [S] 4 credits
Brent Durbin (Government)
Offered Fall 2012

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 (Economics)
Offered Fall 2013

GOV 306 Seminar in American Government
Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American Government. [S] 4 credits
Donald Baumer
Offered Spring 2014

SOC 333 Social Justice, the Environment, and the Corporation
Over the last century the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course will focus on the social, economic, and legal foundations that both shape its power and provide a dominant logic for its actions. We will examine the implications of corporate power and processes for communities, workers and the environment. We will also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12 students. (E) 4 credits
Leslie King (Sociology)
Offered Fall 2012

ECO 351 Seminar: The Economics of Education
Topic: Economics of Higher Education. An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of The U.S. News rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher
education. Throughout the course an emphasis will be placed on empirically testing economic hypotheses using several databases. Prerequisites: 250 and 220. 4 credits

Roger Kaufman (Economics)  
Offered Spring 2013

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. 4 credits  
Not offered 2012–13

400 Special Studies  
By permission of the director.  
Variable credit  
Offered both semesters each year

The Minor

Director: Randall Bartlett, Professor of Economics

Advisers: Donald Baumer (Government); Randall Bartlett (Economics); 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 or an alternate selected in consultation with a minor adviser.
Quantitative Courses for Beginning Students

The following courses engage students in quantitative analysis or develop quantitative skills. Note: some may have prerequisites.

**AST 100 A Survey of the Universe**
Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for non-science majors. **N** 4 credits
*Suzan Edwards*
Not offered 2012–13

**AST 103 Sky and Telescopes**
View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section. **N** 3 credits
*James Lowenthal*
Offered Fall 2012

Muscle responds to environmental changes and stresses in ways we don’t even notice. It atrophies from disuse, hypertrophies from weight lifting, and changes in response to daily exercise. We will explore the effects of exercise on ourselves. We will examine different muscle cell types at the microscopic level. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. **N**
*Stylianos Scordilis*
Offered Fall 2013

**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 and transition metal compounds; reactions and stoichiometry. Enrollment limited to 16 per lab section. **N** 5 credits
*David Bickar, Elizabeth Jamieson, Kate Queeney*
Laboratory Coordinator: Maria Bickar
Offered Fall 2012, Fall 2013

**CHM 118 Advanced General Chemistry**
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties, and kinetics. The course is designed to prepare students for CHM 222/223 and to replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. **N** 5 credits
*Robert Linck*
Laboratory Coordinator: Heather Shafer
Offered Fall 2012, Fall 2013

*Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.*
**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 220 Introduction to Statistics and Econometrics**
Summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: ECO 150 or 153. Students will not be given credit for both ECO 220 and any of the following courses: MTH 190, PSY 190, GOV 190, MTH 241, MTH 245, or SOC 201. *(S/M)* 5 credits

*Owen Thompson, Fall 2012*
*Robert Buchele, Spring 2013*

*Offered Fall 2012, Spring 2013*

**ESS 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

*Katlin Okamoto*

*Offered Fall 2012*

**ESS 215 Physiology of Exercise**
Exercise, sport, and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 150 or permission of the instructor. This course also counts toward the major in biology. Enrollment limited to 20. *(N)* 4 credits

*James Johnson*

*Offered Spring 2013*

**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)* 5 credits

*Howard Gold*

*Offered Spring 2014*

**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, arithmetic, algebra and mathematical skills. Students develop their foundational quantitative skills in arithmetic, algebra, linear equations, linear graphs, and triangle trigonometry through problem sets and group work. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. 4 credits

*Catherine McCune*

*Offered Fall 2012, Spring 2013*

**QSK 103/MTH 103 Math Skills Studio**
This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus), and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they will
use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. 2 credits

_Catherine McCune and Karyn Nelson_
_Offered Interterm 2013_

**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 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

_Members of the department_
_Offered each Spring_

**MTH 111 Calculus I**
Rates of change, differential equations and their numerical solutions, integration, differentiation, and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. (M) 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 study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, GOV 190, ECO 220, MTH 241, MTH 245, or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Enrollment limited to 40. (M) 5 credits

_Philip Peake, Fall 2012_
_David Palmer, Spring 2013_
_Offered both semesters each year_

**SOC 201 Evaluating Information**
An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. Enrollment limited to 40. (M) 5 credits

_Sharla Alegria, Fall 2012_
_Offered each Fall_

**SOC 202 Quantitative Research Methods**
This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. (S/M) 4 credits

_Tina Wildbagen_
_Offered Spring 2013, Spring 2014_
100-level courses are open to all students. They are either broad-based introductory courses that address multiple traditions or courses that have a more narrow focus.

200-level courses are specific to a tradition or methodology. They 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 for those students planning to major in religion. For more information on language study, see “Language Courses.”

### 100-Level Courses

#### Introduction to the Study of Religion

**105 An Introduction to World Religions**

An exploration of religious texts and practices of major traditions (Hindu, Buddhist, Chinese, Jewish, Christian, Islamic) as well as those of smaller, more localized communities. Diverse forms of classical and contemporary religious experience and expression are analyzed through texts, rituals, and films as well as through fieldwork. (H) 4 credits

*Carol Zaleski*

Offered Fall 2012

**108/PHI 108 The Meaning of Life**

This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and the ways that they can be directly relevant to our lives. (H/L) 4 credits

*Ernie Alleva (Philosophy), Andy Rotman (Religion)*

Offered Spring 2013

**BUX 120 The Study of Buddhism**

This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests, and trips to local Buddhist centers. We will critically examine the history of Buddhist Studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy, and religion, with a focus on regional, sectarian, and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts, and more. Graded S/U only. (E) 1 credit

*Jamie Hubbard, Peter Gregory, Andy Rotman*

Offered Fall 2012

**162 Introduction to the Bible I**

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 2012

200-Level Courses

No prerequisites unless specified.

Religious Studies: Philosophical, Theoretical, or Comparative

200 Colloquium: Approaches to the Study of Religion
This course is an introduction to various approaches that have characterized the modern and postmodern critical study of religion. The course explores the development of the field as a whole and its interdisciplinary nature. The first part of the course focuses on approaches found in disciplines such as anthropology, sociology, psychology and phenomenology. The second part examines the application of these approaches to the study of particular religious phenomena. {H/S} 4 credits
Joel Kaminsky
Offered Fall 2012

205 Philosophy of Religion
Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience. Readings from Plato, Anselm, Aquinas, Hume, Kant, Kierkegaard, William James, and others. {H} 4 credits
Carol Zaleski
Offered Fall 2012

206 Heaven, Hell, and Other Worlds: the Afterlife in World Religions
How do the world’s religions picture the journey beyond death? This course examines conceptions of heaven, hell, and purgatory; immortality, rebirth, and resurrection; the judgment of the dead and the life of the world to come. Readings include classic and sacred texts such as The Epic of Gilgamesh, Plato’s Phaedo, the Katha Upanishad, The Tibetan Book of the Dead, Dante’s Divine Comedy, Newman’s Dream of Gerontius, and a variety of philosophical and theological reflections on the meaning of death and the hope for eternal life. Enrollment limited to 35. {H/L} 4 credits
Carol Zaleski
Offered Spring 2013

208 The Inklings: Religion and Imagination in the Works of C.S. Lewis, J.R.R. Tolkien, and their Circle
The Inklings were a group of Oxford intellectuals who met in the Magdalen College rooms of the literary historian, apologist, and fantasist C.S. Lewis to read aloud and discuss their works in progress. This course examines the Inklings’ shared concerns, among them mythology, philology, recovery of the Christian intellectual tradition, and resistance to “the machine.” Readings include essays and letters by Tolkien, Lewis, Charles Williams, Owen Barfield, and quasi-Inkling Dorothy Sayers, as well as selections from their major works of fiction, theology, and criticism. Enrollment limited to 35. {H/L} 4 credits
Carol Zaleski
Offered Spring 2013

Biblical Literature

Students interested in Biblical Literature are best served by beginning their course of study with either Introduction to the Bible I (REL 162) or Introduction to the Bible II (REL 215) before proceeding to more specialized 200-level courses or seminars in this area. REL 162 and 215 are general introductions to the critical study of the Bible and are open to all students including first-years.

211 Wisdom Literature and Other Books from the Writings
Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.) as well as some of the shorter narrative and poetic texts in the Writings such as Ruth, Esther and Song of Songs. {L} 4 credits
Joel Kaminsky
Offered Spring 2013

225/ JUD 125 Jewish Civilization
An introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature, and culture) organized around different themes; the theme for Spring 2013 is Environmentalism. Consideration of core ideas, texts, and practices that have animated Jews and Judaism from antiquity to the present, with attention to both classical and modern formulations. {H/L} 4 credits
Justin Cammy
Offered Spring 2013
Christian Traditions

230 Jesus
“Who do you say that I am?” Reportedly posed by Jesus to his disciples, this question remained no less relevant to future generations of his followers as well as their detractors, and it continues to challenge views of Christianity’s Christ to this day. This course examines some of the most prominent texts, images, and films that have informed understandings of Jesus over the past two millennia and have contributed to making Jesus one of the most well known yet controversial figures in history. {H/L} 4 credits

Vera Shevzov
Offered Spring 2013

237 Colloquium: Christianity and Culture
Topic: Gnostic Christianity. An examination of mystical, magical, and other esoteric traditions from the Gnostic school of ancient Christianity. Particular focus on previously lost or unknown Coptic texts (in translation) from the famous 1945 manuscript discovery in Nag Hammadi, Egypt. Attention given to continuities with ancient Greek philosophy, and with other apocalyptic and wisdom traditions, both Jewish and Christian. Enrollment limited to 18. (E) {H/L} 4 credits

L. Scott Brand
Offered Fall 2012

240 Renaissance and Revolution: Modern Russian Religious Thought
The 19th and early 20th centuries marked one of the most brilliant yet destructive periods in Russia’s history. This course examines the broad range of spiritual and philosophical ideas that fueled a renaissance in the arts as well as a political revolution, both of which had enormous influence worldwide. It also considers the religious thought of Russian philosophical luminaries who found themselves in the West after the 1917 Russian Revolution. Topics include freedom, the individual, and the collective; beauty and the divine; wisdom and the divine feminine; mystical apocalypticism; death and resurrection; liberation, social justice, and the sacred; the notion of “Russia” as a religious idea. (E) {L/H} 4 credits

Vera Shevzov and Bryn Geffert (Amherst College)
Offered Spring 2013

Islamic Traditions

REL 255 Islam, Women, and Culture
(Pending CAP approval)
From media to policy discussions, we are presented with images of oppressed and victimized Muslim women segregated from public life. Yet, ethnographic accounts of the lived experiences of Islamic women complicate and confound such stereotypes. In this course, we will read ethnographies detailing Muslim women’s lives in various contexts -- from Shi’a women in Lebanon to African-American Muslims in the US. We will explore how their lives are informed by Islamic texts and practices and also by politics, sectarianism, nationalism, migration, class, ethnicity and race. Topics we will cover include Islamist resurgence, religious piety/practices, Islamist feminism, and controversies over veiling. (E) {H/S} 4 credits

Leyla Keough
Offered Spring 2013

Buddhist Traditions

260 Buddhist Thought
Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time, and enlightenment as revealed in a careful reading of two major Mahayana texts. Enrollment limited to 35.

Peter N. Gregory
Offered Fall 2012

263 Zen
“When you meet the Buddha, kill the Buddha.” Sayings such as this are often found in Zen koan, one of the main forms Zen instruction. By examining the origin, development, and use of koan in the Zen tradition, this course will explore the ways in which koan express major teachings of the tradition. Enrollment limited to 30 students. {H} 4 credits

Peter N. Gregory
Offered Spring 2013

268 Colloquium in East Asian Religions
Topic: Daoism (Pending CAP Approval)
This course considers the development of the Daoist religious tradition, beginning with a close reading of the Laozi and Zhuangzi, the two great classics of Daoist philosophy from the third century BCE. We will also survey a wide of variety of Daoist materials and movements over the last two millennia—including poetry,
hagiography, and scriptures—in considering topics such as the cult of the immortals, esoteric revelations, millenarian communities, alchemy, and various technologies of spiritual transcendence. {H} 4 credits

Peter N. Gregory
Offered Spring 2013

267 Buddhism, the Beats, and the Making of the Counterculture
The development of a uniquely American idiom of Buddhism beginning in the late 1960s owes much to the writings of the Beats in the 1950s. The cultural innovations of the Fifties reverberated in the social and political shifts of the Sixties to give rise to an American Buddhist idiom that emphasized meditation, direct experience, community, socially engaged action, and environmentalism. The course will explore the representations of Buddhism in the works of such notable Beat writers as Jack Kerouac, Allen Ginsberg, Gary Snyder, and Philip Whalen and their influence on the countercultural movement and the various Buddhist communities (both imagined and institutional) that took form in the Sixties. The course will also analyze the Beat aesthetic of spontaneity in new forms of cultural expressions in the Fifties—such as the action painting of abstract expressionists like Jackson Pollock and the bebop jazz of Charlie Parker—and Eastern ideas of creativity and naturalness introduced by D. T. Suzuki, Alan Watts, and R. H. Blythe. Enrollment limited to 25. (E) {H/L} 4 credits

Peter N. Gregory
Offered Fall 2012

269 Introduction to Mongolian Buddhism
This course begins with the early contacts between Mongols and Buddhists, including Chenggis Khan, Altan Khan (who named the Dalai Lamas in the 16th century), and Gushii Khan (who elevated the 5th Dalai Lama to the throne of Tibet). We will explore how Mongolians understood their conversion to Buddhism and the process of cultural borrowing, including a continued interaction with native shamanism, that created new cultural identities, institutions, and individuals. We will end with literature on the Stalinist purges of the 70-year communist period and the rebirth of Buddhism since the 1990s. (E) 2 credits

Richard Taupier and Lham Purevjav
Offered Fall 2012

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 medieval 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 as they are articulated in Classical Hinduism. {H} 4 credits

Andy Rotman
Offered Spring 2013

280 South Asian Visual Cultures
How does one make sense of what one sees in South Asia? What is the visual logic behind the production and consumption of images, advertising, and film? This course considers the visual world of South Asia, focusing in particular on the religious dimensions of visuality. Topics include the divine gaze in Hindu and Buddhist contexts, the role of god posters in religious ritual and political struggle, the printed image as contested site for visualizing the nation, and the social significance of clothing as well as commercial films. {H} 4 credits

Andy Rotman
Offered Fall 2012

282 Violence and Non-Violence in Religious Traditions of South Asia
How is violence legitimized and what is its legacy for both perpetrator and victim? When are war and sacrifice not murder? What are the political implications of a nonviolent morality? This course considers the rhetoric and phenomena of violence and non-violence in a variety of religious traditions in South Asia, both modern and premodern. Particular emphasis is placed on the ethical and social consequences of these practices, and the politics of the discourse that surrounds them. Texts and films concerning Hinduism, Buddhism, Jainism, Sikhism, Christianity, and Islam. {H} 4 credits

Andy Rotman
Offered Fall 2012

Religion in the Americas

289 Neo-Paganism, Goddess Spirituality and the New Age
The American religious scene is always in motion. At present, the cluster of religious impulses that find their expression in Goddess spirituality, New Age movements,
Religion

and Neo-Paganism are vibrant, contentious, and increasingly mainstream. With a strong grounding in history and ethnography, this course will explore the nature and evolution of these influential religious movements from their 19th-century origins through today. Special attention will be paid to their relationship with feminism and gender construction, and their role in the popular imagination and national religious arena. Enrollment limited to 25. (E) \( \text{H} \) 4 credits

Jody Shapiro
Offered Fall 2012

300-Level Courses

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being
Presidential Seminar: What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists, and psychotherapists. The focus of the course will be the notion of “happiness,” its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105; or one course in Buddhist traditions; or permission of an instructor. Enrollment limited to 15 juniors and seniors. \( \text{S/N} \) 4 credits

Philip Peake (Psychology) and Jamie Hubbard (Religion)
Offered Fall 2012

310 Seminar: Hebrew Bible
Topic: Sibling Rivals: Israel and The Other in the Hebrew Bible. Advanced readings, critical discussion, and directed research into specific biblical books or larger tomes within the Hebrew Bible. Prerequisite: REL 210, 215, and any other college-level Bible course, or permission of the instructor. \( \text{H/L} \) 4 credits

Joel Kaminsky
Offered Spring 2013

360 Seminar: Problems in Buddhist Thought
Topic: Enlightenment. Buddhists the world over understand the Buddha as an enlightened being and Buddhahood as the highest goal of Buddhist practice, but there is little agreement beyond this. What do Buddhhas know? Is enlightenment our innate nature or a nurtured quality? Is nirvana a state of joyous ecstasy or the elimination of all passions and pleasures? Can women be Buddhhas? How can a Buddha simultaneously be free from all desire yet want to save all beings? Can Buddhhas be found in the world today? Does this ideal still make sense in light of contemporary psychology? Is Prozac easier and faster than meditation? We will explore contemporary views of Buddhahood as well as earlier ideas drawn from the classical Theravada, Tibetan, and East Asian traditions. Prerequisite: one course in Buddhist traditions or permission of the instructor. \( \text{H} \) 4 credits

Jamie Hubbard
Offered Spring 2013

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

Language Courses

Students who take an introductory year in an ancient or modern language and who complete an advanced class in religious texts of that language will receive credit for two courses toward the Religion major for the introductory year of study, in addition to the credit received for the advanced class (counted in 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. Students who take a language related to their area of concentration (but without an advanced class in religious texts) may receive up to one course credit toward the major, with that course counted as an elective outside the department (courses 11–12).

The Major

Advisers: Lois Dubin, Peter N. Gregory, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Adviser for Study Abroad: Peter N. Gregory
Requirements for Majors

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 seven categories: (i) Philosophical, Theoretical, or Comparative; (ii) Biblical Literature; (iii) Jewish Traditions; (iv) Christian Traditions; (v) Islamic Traditions; (vi) Buddhist Traditions; (vii) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in Biblical Literature, Jewish Traditions, and Christian Traditions. A student may also count one of the broad-based departmental introductory courses (e.g., REL 105, REL 106, REL 108) in place of one of these four courses.

Colloquium (Course 5)
A student will take Approaches to the Study of Religion (REL 200).

Seminar (Course 6)
A student will take a seminar in the Religion department.

Depth (Courses 7–8 or 7–9)
A student will take three related courses, defined by religious tradition, geographical area, discipline, or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of religion, women and gender, religion and politics, religion and the arts, ritual studies, and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases, it may involve three courses independent of those counted above. In short, no more than one course from courses 1–6 may be counted toward this requirement. A student will define her concentration in consultation with her adviser, and then submit it to the departmental curriculum committee. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)
A student will take three or four additional Religion courses to complete the twelve courses for the major. In consultation with her adviser, a student may count two relevant courses outside the department toward these electives. If no course outside the religion department has been used to count toward the depth requirement, a student may take two courses outside the department as electives. If one outside course has been used to count toward the depth requirement, only one such course may be taken as an elective.

For relevant outside courses, students should check current offerings by other departments and programs, such as anthropology, archaeology, art, classics, government, history, Jewish studies, medieval studies, middle east studies, music, and philosophy.

The Minor

Advisers: Same as for the major

Requirements for Minors

Five semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Breadth (Courses 1–3)
A student will normally take three 200-level courses, choosing one each from three of the following seven categories: (i) Philosophical, Theoretical, or Comparative; (ii) Biblical Literature; (iii) Jewish Traditions; (iv) Christian Traditions, (v) Islamic Traditions; (vi) Buddhist Traditions; (vii) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in Biblical Literature, Jewish Traditions, and Christian Traditions.

Electives (Courses 4–5)
A student will take two additional courses of her choice in the religion department.

Honors

Director: Peter N. Gregory

430d Honors Project
8 credits
Full-year course; Offered each year

The religion department encourages majors to apply to the departmental honors program and engage in a significant research project of their own design. Students in the honors program develop, research, write, and defend a thesis in close consultation with a faculty mentor. For further details please contact the director of honors.
Russian Language and Literature

**Professors**

- Maria Nemcová Banerjee, Ph.D.
- Alexander Woronzoff-Dashkoff, Ph.D., Chair

**Senior Lecturer**

Catherine Woronzoff-Dashkoff, A.B.

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### A. Language

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

#### 100y Elementary Russian

Four class hours. (F) 10 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 2012

#### 332 Advanced Russian

A continuation of 331. Prerequisite: 331 or permission of the instructor. (F) 4 credits

*Catherine Woronzoff-Dashkoff*

Offered Spring 2013

#### 338 Seminar in Language and Literature

Advanced study of a major Russian literary text. (L/F) 4 credits

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### B. Literature

#### 126 Readings in 19th-Century Russian Literature

*Topic: Alienation and the Search for Identity.* A study of the individual’s struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political, and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky, and Chekhov. In translation. (L) 4 credits

*Maria Banerjee*

Not offered 2012–13

#### 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, Sol- zhenitsyn. In translation. (L) 4 credits

*Alexander Woronzoff-Dashkoff*

Offered Spring 2013

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Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.
235 Dostoevsky
A close reading of all the major literary works by Dostoievsky, 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 2012–13

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 2012–13

239 Major Russian Writers
Russia Between East and West
The course examines the riddle of Russia’s identity and destiny as it appears in the distorting mirror of Gogol’s Dead Souls and in Tolstoy’s War and Peace. The underlying debate between the Westernizers and Slavophils will be illustrated by polemical writings of Chaadaev, Aksakov, Herzen and Dostoevsky. In the 20th century the arguments are reshaped in the crucible of the Revolution, as exemplified in the Berdiaev’s The Origins of Russian Communism and Trotsky’s Literature and Revolution. Readings from the Soviet period will include literary texts by Solzhenitsyn and philosophical reflections by dissident thinkers from Russia and Eastern Europe. 4 credits
Maria Banerjee
Offered Fall 2012

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 of gender, class, race, and disguise, among others. Authors to include Catherine II, Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Anna Akhmatova, Evgeniia Ginzburg, and Yelena Khanga. [L] 4 credits
Alexander Woronzoff-Dashkoff
Not offered 2012–2013

240 Russian Culture, Literature, and Art
This integrating course is an introduction to Russian culture from medieval times to the Russian Revolution. Russian religious culture, painting, music, architecture, the folk tradition, and socio-political movements will be studied in conjunction with historical and literary texts. Readings will include the ancient historical chronicles, the lives of early Russian saints, and medieval tales, along with the poems and short prose works of such classic Russian authors as Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky, and Blok. For those students planning to study in Russia, the course offers many valuable insights into the life and attitudes of Russian citizens today. Class discussions will be supplemented by frequent video, internet, and musical presentations, as well as other computer-based activities. [L] 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 2012

340 Seminar in Russian Thought
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 19th century. The primary texts are Pushkin’s Eugenie Onegin, Turgenev’s On The Eve, Chernyshevsky’s What Is To Be Done?, Dostoevsky’s A Gentle Spirit and Tolstoy’s Anna Karenina and The Kreutzer Sonata. These novelistic narratives will be supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. [F/L] 4 credits
Maria Banerjee
Offered Fall 2012

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 of Cleves; Goethe’s Faust; Tolstoy’s War and Peace. Prerequisite: CLT 202/ENG 202. [L] WI 4 credits
Robert Hosmer, William Oram
Offered Spring 2013

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*  
*Not offered 2012–13*

**CLT 277 Modern Jewish Fiction**

Explores relationships between language and identity, the homeless imagination and imagined homecomings, modernist experimentation and the crisis of the modern, the particularity of national experience and the universality of the Jew. Readings from modern masters of the novel and short story, including folktales by Hasidic mystics (Hebrew and Yiddish); Kafka’s narratives of alienation (German); Isaac Babel’s modernist stories of Revolution (Russian); Bashevis Singer’s demons and sexual transgressors (Yiddish); and the magic realism of Bruno Schulz (Polish) and Nobel laureate Agnon (Hebrew). Can we really speak of a modern Jewish canon, given that it lacks the central markers that have distinguished other national literatures. All readings in translation; open to students at all levels.  

*Justin Cammy*  
*Not offered in 2012–13*

**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

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**The Majors**

**Adviser for Study Abroad:** Alexander Woronzoff-Dashkoff

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**Courses Elsewhere**

Courses in the Five College consortium, on approved programs abroad, or at other institutions may count toward the major. A student’s petition to count such a course must be approved by the major adviser and the Department of Russian. Normally, at least six of the courses toward the major shall be taken at Smith College.

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**Russian Literature**

**Advisers:** Members of the department

**Basis:** 220y, 126 and 127.

**Required courses:** 331 and 332 and one semester of 338 and two of the following: 234, 235, 236, 237, 238, 239, 240, CLT 203, CLT 277, CLT 305.

**One required seminar:** 340, 346, HST 340, REL 335.

**Strongly recommended:** 338.

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**Russian Civilization**

**Advisers:** Members of the department

**Basis:** 220y.

**Required courses:** 331 and 332 and two of the following: 126, 127, 234, 235, 237, 238, 239, CLT 203, CLT 277, CLT 305 and three of the following: 240, ECO 209, GOV 223, HST 239, HST 240, HST 245, HST 247, REL 236, JUD 284.

**One required seminar:** 340, 346, ECO 309, HST 340, REL 335.

**Strongly recommended:** 338.

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**Honors**

**Director:** Maria Nemcová Banerjee

**431 Honors Project**

8 credits  

Full-year course; Offered each year

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**Russian Literature or Russian Civilization**

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester), except in Biology, which has a three semester core series (BIO 150-155) and neuroscience courses within Psychology (PSY 210, 211). Physics offers basis courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 117. Students with AP credit should consult with individual departments about advanced placement.

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 and Time
AST 103  Sky and Telescopes
AST 111  Introduction to Astronomy
AST 113  Telescopes and Techniques
AST 157  Discovery: Form, Function and Genetics of Bacteriophage

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, Evolution, and Molecular Biosciences
BIO 153  Genetics, Evolution, and Molecular Biosciences Laboratory
BIO 154  Biodiversity, Ecology and Conservation
BIO 155  Biodiversity, Ecology and Conservation Laboratory

CHM 100  Perspectives in Chemistry
CHM 108  Environmental Chemistry
CHM 111  Chemistry I: General Chemistry

CSC 102  How the Internet Works
CSC 103  How Computers Work
CSC 105  Interactive Web Documents
CSC 106  Introduction to Computing and the Arts
CSC 111  Introduction to Computer Science through Programming

ENV 101  Environmental Integration I: Perspectives

ESS 100  Playing the Game: Introduction to Exercise and Sport Studies
ESS 175  Applied Exercise Science

GEO 101  Introduction to Earth Processes and History
GEO 102  Exploring the Local Geologic Landscape
GEO 103  Geology in the Field
GEO 104  Global Climate Change: Exploring the Past, the Present and Options for the Future
GEO 105  Natural Disasters: Confronting and Coping
GEO 106  Extraordinary Events in the History of Earth, Life and Climate
GEO 108  Oceanography: An Introduction to the Marine Environment

IDP 208  Women’s Medical Issues

MTH 102  Elementary Functions
MTH 105  Discovering Mathematics
MTH 107  Statistical Thinking
MTH 111  Calculus I
MTH 190  Statistical Methods for Undergraduate Research

PHY 115  Introductory Physics I
PHY 117  Advanced Introductory Physics I
PHY 118  Introductory Physics II

PSY 111  Introduction to Psychology
PSY 190  Statistical Methods for Undergraduate Research
The prerequisite for all sociology courses is 101, 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
Josh Carreiro, Eeva Sointu, Tina Wildhagen, Fall 2012
Josh Carreiro, Marc Steinberg, Spring 2013
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. Enrollment limited to 40. \[M\] 5 credits
Sharla Alegria, Fall 2012
Offered each Fall

**202 Quantitative Research Methods**
This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. \[S/M\] 4 credits
Tina Wildhagen
Offered Spring 2013, Spring 2014

**203 Qualitative Methods**
This course offers a basic explanation of qualitative research methods with a focus on the practical elements of ethnographic analysis. Organized in a workshop format, it includes research design, the art of observation, interviewing techniques, the analysis of visual data, and multi-method approaches. The relationship between theory and practice and the necessity of ethical considerations in sociological research will be stressed throughout. Prerequisite: 201. \[S\] 4 credits
Eeva Sointu, Spring 2015
Offered each Spring
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. Enrollment limited to 35. {S} 4 credits
Richard Fantasia
Offered Spring 2013

213 Race and National Identity in the United States
The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. Enrollment limited to 35. {S} 4 credits
Ginetta Candelario
Offered Spring 2013

214 Sociology of Hispanic Caribbean Communities in the United States
This service learning course surveys social science research, literary texts and film media on Cuban, Dominican, and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations, and cultural expressions will be considered. Special attention will be paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four (4) hours per week to a local community based organization. In addition, students are required to participate in a laboratory component (time to be arranged individually by the instructor) Enrollment limited to 20. {S} 5 credits
Ginetta Candelario
Offered Fall 2012

216 Social Movements
This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactics, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights, and sexual identity movements. Enrollment limited to 35. {S} 4 credits
Marc Steinberg
Offered Spring 2013

218 Urban Sociology
A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Enrollment limited to 35. {S} 4 credits
Richard Fantasia
Offered Fall 2012

219 Medical Sociology
This course analyzes—and at times challenges—the ways in which we understand health, illness and medicine. The course is divided in roughly three parts: first dealing with definitions and representations of health and illness, the second with the significance and impact of biomedical dominance, and the third with the intersections of health, illness and medicine with gender, race, social class and sexual orientation. The course encourages you to ask questions about the power exercised by various medical practitioners, and about the ways in which understandings of health and illness are not neither natural nor neutral, but invested with culturally and historically specific meanings. Enrollment limited to 35. Prerequisite: SOC 101. {S} 4 credits
Eeva Sointu
Offered Fall 2012

220 The Sociology of Culture
Drawing upon a variety of sociological perspectives and analytical methods, this course considers the place of culture in social life and examines its socially constituted character. Culture, treated as a set of distinctive practices, as symbolic representation, and as a domain of creative expression, will be viewed contextually, in specific social, historical, and institutional locations. The course will consider such matters as the relationship between culture and social inequality, culture and social change, the commoditization of cultural goods, global cultural markets, and the complex processes by which cultural forms are used, appropriated, and transformed by social groups. Enrollment limited to 35. {S} 4 credits
Richard Fantasia
Offered Fall 2012

226 Sociological Perspectives on Power and Privilege in American Education
This course examines the institution of education from a sociological perspective, exploring issues of power
and privilege, relationships between education and other social institutions, and the varying purposes of education in society. A recurring theme throughout the course is meritocracy. We will consider how merit is defined in education, factors that affect who succeeds in the educational system, and whether meritocratic education is a viable goal. Course readings include current empirical research in the sociology of education and both classical and contemporary sociological theories of education. Prerequisite: SOC 101. Enrollment limited to 35. {S} 4 credits

Tina Wildhagen
Offered Fall 2012

229 Sex and Gender in American Society
An examination of the ways in which the social system creates, maintains, and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture, and a number of institutional contexts, including work, politics, families and sexuality. Enrollment limited to 35. {S} 4 credits

Nancy Whittier
Offered Fall 2012

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. Enrollment limited to 35. {S} 4 credits

Leslie King
Offered Spring 2013

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. Enrollment limited to 35. {S} 4 credits

Leslie King
Offered Fall 2012

237 Gender and Globalization: Culture, Power and Trade
This course engages with the various dimensions of globalization through the lens of gender, race, and class relations. We will study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war, and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 35. {S} 4 credits

Michal Frenkel
Offered Fall 2012

250 Theories of Society
This course is designed to introduce majors to widely used theoretical perspectives that inform the sociological imagination. It focuses on how these perspectives analyze core facets of social life, such as structure and stratification, power and inequality, culture, agency, self and identity. Each topic will be surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Enrollment limited to 40 with majors and minors having priority. {S} 4 credits

Marc Steinberg, Fall 2012
Offered each Fall

JUD 250 Sociology of Israeli Society
(Pending CAP approval)
Explores the development of Israeli society over a period of 120 years, from transformations under Ottoman and British rule, through the emergence of the Zionist movement and social cleavages in contemporary Israel. Students will study different communities that compose Israel’s ethnically and religiously diverse society: Jews of Ashkenazi (Euro-American) and Mizrahi (Middle Eastern-North African) origin; Arab citizens of Israel and the negotiation of a Palestinian-Israeli identity; religious groups, including various Ultra-Orthodox denominations; challenges posed by recent waves of immigration from Ethiopia, the former Soviet Union, and migrant workers; societal change prompted by secularization, feminism and globalization. What are the conflicts both within and between these groups, and what are institutions that hold this society together? (E) {S/H} 4 credits

Michal Frenkel
Offered Fall 2012
JUD 251 Women and Gender in Israeli Society
Explores the ways in which gender (both, masculinities and femininities, and gender ideologies) have shaped Israeli society, and how masculinity, femininity and gender relations are constantly reinterpreted and reconstructed. Like most other industrialized countries, one can identify instances of gender discrimination and complex gender relations in Israel. Yet, some of the unique features of Israel, such as the centrality of military service, the dominance of religious institutions, pro-natalism (high fertility rates), and the importance of traditional family structures find themselves in friction with the emergence of another Israeli society that sees itself as secular, post-Zionist, and globalized. The course takes a feminist and sociological approach to exploring how sensitivity to gender enhances our understanding of this complex society.

4 credits
Michal Frenkel
Offered Spring 2013

253 Sociology of Sexuality: Institutions, Identities, and Cultures
This course examines sexuality from a sociological perspective, focusing on how sexuality is constructed by and structures major social institutions. We will examine the social construction of individual and collective identities, norms and behaviors, discourses, institutional regulation, and the place of sexuality in the state, education, science, and other institutions, and social movements. Consideration of gender, race, class, time, and place will be integrated throughout. Topics include the social construction of sexual desire and practice, sexuality and labor, reproduction, science, technology, sexuality and the state, sexuality education, globalization, commodification, and social movements for sexual purity, sexual freedom, and against sexual violence. 4 credits
Nancy Whittier
Offered Spring 2013

308 Seminar: 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. SOC 309 must be taken concurrently. 4 credits
Ginetta Candelario
Offered Spring 2013

309 Seminar: Practicum in Community Based Research Lab
Laboratory course to be taken concurrently with SOC 308. Time will be arranged individually by the instructor. 1 credit

320 Special Topics in the Sociology of Culture
4 credits

The Sociology of Rock and Pop Music
This seminar will survey studies of rock and pop music from theoretical perspectives in the sociology of culture and cultural studies. The course will concentrate on analyses of rock and pop music from the last three decades. We will first take an overview of theories of culture that inform many recent studies. Topics covered will include the role of music in everyday life, the political economy of production, cultural control and resistance, youth cultures and local scenes, gender, race, and the role of music in politics and protest. Writing requirements will include weekly reading critiques and a final research paper. Priority will be given to senior majors and those who have taken SOC 220. 4 credits
Marc Steinberg
Offered Fall 2012

Sociology of the Arts
Sociological perspectives on the arts in society, with particular attention to the fine arts (primarily painting), to literature, and to theatre, among other forms of cultural expression. Theories of the place of art in society, the social context of artistic production and the social production of the artist, as well as sociological perspectives on the changing nature of arts institutions and audiences, and the social position and aesthetic disposition of the artist. Permission of the instructor. 4 credits
Richard Fantasia
Offered Spring 2013

321 Seminar: Globalization and its Alternatives
This course examines current debates about the nature of globalization, that is, the changing nature of the world economy and its impact on political, social, and
cultural arrangements around the world, with special emphasis on the Third World and some attention to the United States. We will discuss such topics as: what is new about the present world-economic system in light of the sociology of development? How are people affected by it? What forms is resistance to these developments taking in social movements based on class, gender, ethnicity, and the environment? Enrollment limited to 13 (E)  4 credits

Michal Frenkel
Offered Spring 2013

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 2012

328 Sociology of Well-being
This seminar explores the rise of wellbeing across varying contexts in contemporary societies. Particular attention is given to therapeutic practices, from alternative medicines to psychotherapy and self-help. The lectures highlight the emergence of different discourses of wellbeing historically, and relate the appearance of today's cultures of wellbeing—and of varied embodied wellbeing practices—to questions of self, subjectivity, gender and belonging. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12.  4 credits

Eeva Sointu
Offered Spring 2013

333 Seminar: Social Justice, the Environment, and the Corporation
Over the last century the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course will focus on the social, economic, and legal foundations that both shape its power and provide a dominant logic for its actions. We will examine the implications of corporate power and processes for communities, workers and the environment. We will also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12 students.  4 credits

Leslie King
Offered Fall 2012

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: Payal Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, 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—any 300 level courses. 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, 250, or their senior seminar on a satisfactory/unsatisfactory basis.

The department will permit Introduction to Sociology and up to four upper level transfer courses from outside the Five Colleges to be used for the completion of major requirements.

The Minor in Sociology

**Advisers:** Payal Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

**Requirements:** 101, 201 and 250, three additional courses at the 200 or 300 level.

**Honors Director:** Nancy Whittier

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

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

**431 Honors Project**
8 credits
Offered each Fall

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

**Requirements:** 10 semester courses beyond the introductory course (SOC 101):
1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

**580 Special Studies**
Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits
Offered both semesters each year

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

**590d Research and Thesis**
4 or 8 credits
Full-year course; Offered each year
Spanish and Portuguese

The department has two abbreviations for the language and culture of three broad areas of study: POR (Portuguese-speaking world), and SPN (Spain and Spanish America).

All courses are taught in Spanish or Portuguese unless otherwise indicated. Students with prior Spanish language experience must take the placement test.

Approved courses on Latina/o literature, FYS, CLT, LAS, REL, SWG are cross-listed after POR and SPN.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. In recent years, some 40–50 students have benefited annually from this experience, profiting from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with PRESH- CO, 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 S/U option is not normally granted for language classes.

Portuguese and Brazilian Studies

Credit is not granted for the first semester only of a yearlong language course.

POR 100y Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be...
on development of oral proficiency and acquisition of reading and writing skills. Second semester will also include the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world from Brazil, Portugal, Angola, Mozambique and Cape Verde. {F} 8 credits
Simone Gugliotta
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 contrasting approaches to pronunciation and grammar. The course will also provide an introduction to aspects of the cultures of Brazil, Portugal, and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Prerequisite: Spanish placement test or SPN 220 or its equivalent. {F} 4 credits
Simone Gugliotta
Offered Fall 2012, Spring 2013

POR 200 Intermediate Portuguese
This course will serve as a comprehensive grammar review. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese: short stories by writers from the Portuguese-speaking world, music, and film. Prerequisite: POR 100y or POR 125 or its equivalent. {F} 4 credits
Marguerite Itamar Harrison
Offered Fall 2012

POR 215 Advanced Conversation and Composition
This course will focus on developing skills in both spoken and written Portuguese and is designed for students who have already mastered the fundamentals of grammar. Topics for compositions, class discussions, and oral reports will be based on short literary texts as well as articles from the media, music, and film. Prerequisite: POR125 or POR200 or permission of the instructor. {F} 4 credits
Marguerite Itamar Harrison
Offered Spring 2013

POR 221 Topics in Portuguese and Brazilian Literature and Culture
Topic: Envisioning Lusofonia: Transnational Encounters and Imaginaries in Portuguese-Language Film. A Focus on Film from the Portuguese-Speaking World. This course will introduce the intertwined histories and diverse cultures of Portuguese-speaking communities spread across three continents through a survey of films from Brazil, Angola, Cape Verde, Guiné-Bissau, and Portugal. We will discuss through these films and a selection of short, critical readings, questions of colonialism and post-colonialism, immigration and diaspora, and the historical and contemporary contours of a Portuguese-language globalization. Course taught in Portuguese. {F/A/L} 4 credits
Malcolm McNee
Offered Spring 2013

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 2013

POR 381 Seminar in Portuguese and Brazilian Studies
Topic: Place, Space and Identity in the Portuguese-Speaking World. This course will explore issues of belonging and displacement, gender and geographies, place, community, and identity within the Portuguese-speaking world. Materials will draw from a variety of texts, as well as the visual arts and film. Students with study abroad experience in a Portuguese-speaking country will reflect on their experiences abroad in their assignments. Conducted in Portuguese (with some materials in English). Prerequisite: POR 200 or POR 220 or POR 221 or equivalent. {F/L/A} 4 credits
Marguerite Itamar Harrison
Offered Fall 2012
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. 3 contact hours. Priority will be given to first and second year students. (F) 8 credits
Lisandro Kahan, Reyes Lázaro, Phoebe Porter
Fall 2012
Lisandro Kahan, Reyes Lázaro, Phoebe Porter
Spring 2013
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. (F) 6 credits
Molly Falsetti-Yu, Phoebe Porter, Melissa Belmonte
Offered Fall 2012

SPN 125 Spanish for Heritage Speakers
This course is designed for students of Hispanic heritage who speak Spanish but who have not studied it formally. Students will formalize their Spanish language skills in a collaborative, project-driven, community-based learning environment that fosters local partnerships. Projects may include researching resource needs access in local Latin communities, documenting ethnographies of cultural and ethnic citizenship in new immigrant communities; developing materials for intercultural education at local schools and libraries and collaborating with local youth and family organizations to produce intercultural community events. (F) 4 credits
Michelle Joffroy
Offered Spring 2013

SPN 200 Intermediate Spanish
The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural, and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students’ familiarity with the ‘realities’ of Spanish-speaking countries. Prerequisite: SPN 112y, 120 or the equivalent. (F) 4 credits
Patricia Gonzalez, Lisandro Kahan, Fall 2012
Maria Rueda, Lisandro Kahan, Spring 2013
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, Patricia Gonzalez, Fall 2012
Phoebe Porter, Molly Falsetti-Yu, Spring 2013
Offered both semesters each year

SPN 225 Advanced Composition
The course is intended to provide the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority given to majors, minors and second-year students planning on a JYA. (F) 4 credits
Silvia Berger, Fall 2012
Patricia Gonzalez, Spring 2013
Offered both semesters each year

SPN 230 Topics in Latin American and Peninsular Literature

Topic: A Transatlantic Search for Identity
A quest for the self and its relation to otherness through a one-poem per class approach. Readings in Modern and Contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. We will examine the consequences of political exile as a journey to the unknown (Jiménez, Cervantes, Cortázar, Neruda, Alberti), as well as the voluntary exile of the artist in search of a new aesthetic identity (Darío, Lorca, Vallejo). Special attention will be given to the problems of subjectivity, gender and sexuality in the works of four women poets: Agustini, Storni, Parra and Pizarnik. Students will have the option of composing an original poem to supplement their final grade. Prerequisite: SPN 200 or equivalent. Enrollment limited to 19. (L/F) 4 credits

Estela Harretche
Offered Fall 2012

SPN 240 From Page to Stage

Topic: Argentina 2000–11: Searching from the Stage. The phenomenon of theater as a form of resistance and the use of performance made by artists and activists as a way of political protest is something already seen during the era of military dictatorship in Argentina (1981) through Teatro Abierto. Through the study of dramatic texts, news articles and web blogs, plus the application of actor-training methodologies, we will bring stories from page to stage for a final presentation in Spanish. Performance strategies will be utilized during the course to enhance foreign language skills. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 19. (A/F/L) 4 credits

Maria Helena Rueda
Offered Fall 2012

SPN 241 Culturas de España

A study of the Spain of today through a look at its past in art, history, film, and popular culture. The course analyzes Spain’s plurality of cultures, from the past relations among Jews, Christians and Muslims to its present ethnic and linguistic diversity. Highly recommended for students considering JYA in Spain. Prerequisite: SPN 220 or above, or permission of the instructor. Enrollment limited to 19. (F) 4 credits

Ibtissam Bouachrine
Offered Spring 2013

SPN 245 Topics in Latin American and Peninsular Studies

Topic: Muslim Women in Spain: 756 to the Present. This course examines the experiences of Muslim women in the Iberian Peninsula from the Middle Ages until today. Discussions will focus on Muslim women’s literary and cultural contributions to the Spanish society. Students will also be invited to think critically about categories and identities such as woman, Muslim, European, African, Amazighi and Mediterranean. Highly recommended for students considering JYA in Spain. A satisfactory command of Spanish is required. Prerequisite: SPN 220 or above, or the permission of the instructor. Enrollment limited to 19 students. (E) (A/F) 4 credits

Ibtissam Bouachrine
Offered Spring 2013

SPN 246 Topics in Latin American Literature

Topic: Representations of Violence
An overview of the representation of violence in Latin American narratives from the 20th century. We will study several works from differing countries, written since the 1940s, to analyze how their use of violence as a subject reflects on many conflicts present in Latin American societies. Close attention will be paid to how literary representation approaches the many challenges posed by real life violence in the region. Some related films will also be studied. Prerequisites: SPN 220 or above. Enrollment limited to 19. (L/F) 4 credits

Maria Helena Rueda
Offered Fall 2012
**Spanish and Portuguese**

**Topic: Literary Constructions of Afro-Cuban Identity**
This course addresses issues related to the Afro-Cuban world in literature, history and culture through the writings of Lydia Cabrera, Fernando Ortiz, and Alejo Carpentier, the testimonies of Miguel Barnet and the poetry of Nicolás Guillén. Special attention will be given to “official” mulatto identity declared by the Cuban State after 1959 and black participation in cultural life. Exploration of the Regla de Ocha religion and its influence on Afro-Cuban ritual theater today will be studied, as well as plays by Eugenio Hernández, Gerardo Fulleda and Alberto Pedro. Prerequisite: SPN 220 or above. Enrollment limited to 19. *(L/F) 4 credits*

*Patricia Gonzalez*
Offered Fall 2012

**Topic: Jewish Presence in Latin American Literature and Film**
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. Enrollment limited to 19. *(L/F) 4 credits*

*Silvia Berger*
Not offered 2012–13

**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 woman’s body within an urban context. We will read medieval texts on love, medicine and women’s sexuality by Iberian and North African scholars. We will investigate the ways in which medieval Iberian medical traditions have viewed women’s bodies and defined their health and illness. We will also address women’s role as practitioners of medicine, and how such a role was affected by the gradual emergence of “modern” medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. *(L/F) 4 credits*

*Ibtissam Bouachrine*
Offered Fall 2012

**SPN 251 Survey of Iberian Literatures, Art and Society II**
A society and its artistic and cultural journeys will be examined through the eyes of writers and other artists and intellectuals who lived both in Spain itself as well as in exile. From Romanticism to the Post-Franco and Postmodern eras (Goya to Almodóvar). Prerequisite: SPN 220 or above. Enrollment limited to 19. *(L/F) 4 credits*

*Estela Harretche*
Offered Spring 2013

**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*

*Michelle Joffroy*
Offered Fall 2012

**SPN 261 Survey of Latin American Literature II**
A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Enrollment limited to 19. *(L/F) 4 credits*

*Maria Helena Rueda*
Offered Spring 2013

**SPN 290 Depicting Journey Through Digital Storytelling**
This course is designed for seniors who have spent a semester or year in a Spanish-speaking country. We will introduce the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories based on students’ study abroad experience. As a group, students will listen, watch, and read compelling personal stories and then write their own stories. A few of the classes will be technology workshops and presentations. Finally, each participant will script, plan (storyboard) and produce a 3–4 minute film about her own reflections on her experience. Prerequisite: Semester or year abroad and a high level of Spanish. Enrollment limited to 15 students. *(F/A) 2 credits*

*Molly Falsetti-Yu*
Offered Fall 2012

**SPN 332 The Middle Ages Today**
**Topic: Queer Iberia and North Africa.** This course examines the medieval and early-modern Iberian and
North African understanding of sexuality in light of modern critical theory. Special attention will be given to the Arabic and Castilian representations of same-sex desire. Readings will include texts by Ibn Hazm, Juan Ruiz, al-Tifashi, al-Nafwazi, Wallada, Ibn Sahl of Seville, Ibn Quzman, and Fernando de Rojas. All readings in Spanish translation. Taught in Spanish. Enrollment limited to 14. \( \text{L/F} \) 4 credits

*Estelita Bouaoubrane*
Offered Fall 2012

**SPN 365 Novela Española contemporánea**

*Topic: Immigration and Representation in Spain (Film, Fiction and Essay).* Immigrants as authors and ‘motifs’ in 20th and 21st century Spain. Why is the Orpheus myth a dominant metaphor to represent current immigration in the Iberian Peninsula? How does history affect this representation? Who represents whom? Are contemporary immigrants from North Africa, Latin America and Eastern Europe represented differently than the Spaniards who emigrated to Germany, Switzerland and France in the fifties? Do immigrant writers challenge official literary and social histories? This course addresses these questions, as well as theoretical issues concerning the specificity of fictional representation. Texts include documentaries, feature films, journalistic articles, short stories, poems and songs by Juan Goytisolo, Beatriz Díaz, Andrés Sorel, Nieves García Benito, Abou Azzedin, Víctor Omgbá, Ignacio del Moral, Inongo Vi Makome, Jerónimo López Mozo, Rachid Nini, Roberto Bodegas, Helena Taberna, Icíar Bollain, Alain Techiné and Llorenç Soler. Enrollment limited to 14. \( \text{L/F} \) 4 credits

*Reyes Lázaro*
Offered Spring 2013

**SPN 372 Topics in Latin American and Iberian Studies**

*Topic: Stages of Conflict: Performing Memory and Change in Spain and Latin America.* A study of two societies (Spain and Argentina) at a critical moment in their histories. With theoretical readings from an array of disciplines such as the political sciences, history, theater and art, we will examine at least two different responses to these societies’ respectively traumatic transition from dictatorship to ‘democracy’. Through dramatic texts that vary from tragedy to farce, and with the help of films, documentaries, diaries, journal articles, correspondence and graphic art, we will discuss repression, state-terrorism, censorship, corruption, and the reciprocal roles of victim and oppressor. The class will include training in methodologies of acting, and, at the end of the course, scenes from these texts will be staged in Spanish. No previous acting experience required. Enrollment limited to 14. \( \text{A/F/L} \) 4 credits

*Estelita Harretche*
Offered Fall 2012

**SPN 373 Literary Movements in Spanish America**

*Topic: Literature, Film and the Transnational Imagination in Latin America.* This class will look at how Latin American filmmakers and writers have imagined this region’s place in the post Cold War global configuration since the 1990s. Through the analysis of films such as Maria, Full of Grace (2004) and City of God (2002), as well as recent literary works by authors from various backgrounds, we will explore cultural production as an alternate means of negotiating conflicts related to immigration, drug trafficking, free trade agreements, media and consumer culture, and continuing political instability. Enrollment limited to 14. \( \text{L/F} \) 4 credits

*Michelle Joffroy*
Offered Fall 2012

**SPN 380/POR 380 Advanced Literary Studies**

*Topic: Translating Poetry.* A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal, and Portuguese-speaking Africa. Hands-on practice of translation with some theory.
The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecilia Meireles, and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/ Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. [L/F] 4 credits
Charles Cutler
Offered Spring 2013

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
The theoretical and instructional implications of teaching foreign languages. This course reflects contemporary research and is designed to prepare aspiring instructors for the challenges of the profession. A theoretical component incorporates recent trends in language pedagogy and critical appraisal of SLA theories. A practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. Spanish majors must obtain permission from their major adviser prior to enrolling in the course. 4 credits
Molly Falsetti-Yu (Spanish and Portuguese)
Offered Spring 2013

Cross-Listed Courses

CLT 204 Writings and Rewritings
Topic: Seductive Madness: Don Quixote and Don Juan. Don Quixote is statistically the most famous, read and rewritten of novels in the world. Don Juan is the central modern myth of seduction. Why do these two 16th century Spanish texts continue to attract so many readers and writers to this day? First, because they are fun. Moreover, because fractured Spanish identity (Jewish, Islamic, Christian) made possible the surge of our contemporary sensibility. Finally, because these texts pose fundamental questions about the nature of fiction, humor, sex, power, madness and seduction. In addition to the texts by Cervantes and Tirso de Molina themselves, we will examine the mad adventures of Don Quixote and the perverse seductions of Don Juan and some of their respective progenies in a variety of genres (film, theater, poetry, Yiddish parody, opera and novel) and with authors such as Molière, Mozart, Zorrilla, Borges, Abravovitch/Mendele the book peddler, and Zapatista leader and writer Subcomandante Marcos. (E) [L] 4 credits
Reyes Lazaro
Offered Fall 2012

LAS 201 Colloquium in Latin American and Latino/a Studies
Topic: Negotiating the Borderlands: Text, Film, Music
Its' centrality in cultural theories about post national spaces, has transformed the contact zone of the U.S. Mexico borderlands into a provocative object of study. On one hand “la frontera” has become a dynamic theoretical abstraction, a metaphorical borderland that in some cases runs the risk of erasing its own geo-political specificity. On the other hand, critical perspectives that have privileged the U.S. gaze “southward” have often reproduced power relationships constructed on a North-South continuum that reinforce and solidify imperialist practices as well as nationalist discourses (on both sides of the border). In this course we will study texts, films and music produced in and about the U.S. Mexico borderlands that negotiate and challenge these issues of representation in the material as well as “imagined” space of the borderlands. [L/H/A] 4 credits
Michelle Joffroy
Offered Fall 2012

Topic: “The Bronze Screen:” Performing Latina/o on Film and in Literature.
This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture’s portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender will also inform
our readings and viewings. Class discussions will be in English, but bilingualism will be encouraged throughout the course. (L/A) 4 credits
Nancy Saporta Sternbach
Not offered 2012–13

REL 221 Jewish Spirituality: Philosophers and Mystics
The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain, and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice, and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the Zohar, and other thinkers, as well as personal documents of religious experience and thought. All readings in English. (H) 4 credits
Not offered 2012–13

The Majors

Majors, as well as non-majors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year.

Teacher Certification: A major in Spanish and five courses in Education will certify students to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

300-level courses that are the basis for the majors are normally to be taken at Smith College during the senior year.

Advisers for the Spanish Major: Members of the department

Advisers for the Portuguese-Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm K. McNee

Advisers for Study Abroad
For students interested in Smith Consortium Programs PRESHCO, Córdoba, Spain: Ibtissam Bouachrine; PMC-SP, Puebla, Mexico: Maria Helena Rueda and Patricia Gonzalez. Students interested in Approved Programs in Latin America and Spain should consult SPN Faculty. Students interested in Brazil and other Portuguese-speaking countries should consult POR Faculty: Marguerite Itamar Harrison, and Malcolm K. McNee.

Major in Spanish

Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 225), one semester of Introductory Portuguese (POR 100 or 125)*, two 300-level courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above, one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level.

*All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.

Major in Portuguese-Brazilian Studies

Eight semester courses. POR 100y, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and language, history (especially HST/LAS 260 and 261), Afro-American studies, anthropology, art, dance, music, economics, and government.

The Minors

Advisers: Members of the department

Spanish Minor

Requirements: Five semester courses in Spanish above the 100-level, with SPN designation. A maximum of two can be language courses.
Portuguese-Brazilian Studies Minor

**Requirements:** POR 100y or POR 125, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature, history (especially HST/LAS 260 and 261), Afro-American studies, anthropology, art, dance, music, economics, and government.

**Honors**

**Director:** Reyes Lázaro

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

**431 Honors Project**
8 credits  
Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
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/PSY 190 Statistical Methods for Undergraduate Research (5 credits)
- MTH 241 Probability and Statistics for Engineers
- MTH 245 Introduction to Probability and Statistics
- ECO 220 Introduction to Statistics and Econometrics (5 credits)
- GOV 190 Empirical Methods in Political Science (5 credits)
- SOC 201 Evaluating Information

The student must also take both of the following courses:
- MTH 247 Regression Analysis
- MTH/PSY 290 Research Design and 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
- ECO 362 Seminar: Population Economics
- ECO 363 Seminar: Inequality
- ECO 396 Seminar: International Financial Markets
- GOV 312 Seminar in American Government
- MTH 246 Probability
- PSY 319 Research Seminar in Biological Rhythms
- PSY 325 Research Seminar in Health Psychology
- PSY 335 Research Seminar in the Study of Youth and Emerging Adults
- PSY 358 Research Seminar in Clinical Psychology
- PSY 369 Research Seminar on Categorization and Intergroup Behavior
- PSY 373 Research Seminar in Personality Psychology
- PSY 375 Research Seminar on Political Psychology
- SOC 202 Methods of Social Research

Students planning to minor in applied statistics should consult with their advisers when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field.

Also see the concentration in statistics within the mathematics major and the minor in mathematical statistics in the Department of Mathematics and Statistics.
Theatre

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Professors
12 Leonard Berkman, D.F.A.
12 Catherine H. Smith, M.F.A.
Andrea Hairston, M.A. (Theatre and Afro-American Studies)
Ellen W. Kaplan, M.F.A., Chair
†2 Kiki Gounaridou, Ph.D.

Assistant Professor
Daniel Elihu Kramer, M.F.A.

Lecturer and Professor Emeritus
John D. Hellweg, Ph.D.

Senior Lecturer
Edward Check, M.F.A.

Lecturers
Nan Zhang, M.F.A.
Mace Perlman, M.F.A.

100 The Art of Theatre Design
The course is designed to explore the nature of design in theatre and the visual arts. Students will study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers past and present. Especially designed for those with a limited background in theatre, it will involve discussions about assigned plays and projects as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 16. [A] 4 credits
Ed Check
Offered Spring 2013

199 Theatre History and Culture: 18th Century to the Present
This course will survey the history of theatre, drama and performance from the 18th century to the present. The main focus will be on the theatres of Europe and the United States and their relationship to their respective cultures. Non-Western issues in regards to African, Australian, and South American theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under consideration. [L/H/A] 4 credits
Kiki Gounaridou
Offered Spring 2013

A. History, Literature, Criticism

213 American Theatre and Drama
This course will discuss issues relevant to the theatre history and practices, as well as dramatic literature, theories, and criticism of 18th-, 19th-, and 20th-century United States of America, including African-American, Native American, Hispanic-American, Asian-American, and gay and feminist theatre and performance. Lectures, discussions, and presentations
Theatre will be complemented by video screenings of recent productions of some of the plays under discussion.

{L/H/A} 4 credits

Kiki Gounaridou

Offered Spring 2013

217 Modern European Drama I
The plays, theatres, and playwrights of the late 19th and early 20th centuries in Europe. A leap from Büchner to Ibsen, Strindberg, Shaw, Chekhov, Wedekind, and Gorky onwards to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare, and other personal/political foci. Attendance may be required at selected performances. {L/H/A} 4 credits
Leonard Berkman
Offered Fall 2012

218 Modern European Drama II
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied may include later Brecht, Camus, Sartre, Anouilh, Gombrowicz, Carr, Kirkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Schimmelpfennig, Page, Mrozek, Loher and Churchill. Special attention to issues of gender, class, warfare, and other personal/political foci. Attendance may be required at selected performances. {L/H/A} 4 credits
Leonard Berkman
Offered Spring 2013

241 Staging the Jew
Intensive study of selected plays and film from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Particular focus is given to texts by Jewish authors, and their treatment of issues of authenticity and identity. We draw on texts which challenge or interrogate prevailing intra-group definitions, as well as those which offer positive and reinforcing viewpoints. We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black–Jewish relationships explored on stage; and selected texts on the Israeli experience, as depicted from within Judaism. {L/H/A} 4 credits
Ellen Kaplan
Offered Fall 2012

313 Masters and Movement in Drama
Topic: Rehearsing the Impossible: Pearl Cleage and Black Women Playwrights Interrupting the Master Narrative. In their plays from 1990s to the present Pearl Cleage and other black women playwrights such as Lynn Nottage and Suzan Lori Parks declare themselves feminists and go about reinventing the narrative of America. What does a black woman feminist artist face then and now? How do these writers respond to the legacy of minstrel storytelling, the civil rights era, and the second wave of feminism? Building on the legacy of Alice Childress, Lorraine Hansberry, Adrienne Kennedy, and Ntozake Shange, how do these playwrights negotiate overdetermined representations and conjure the story world they imagine? {L/H/A} 4 credits
Andrea Hairston
Offered Fall 2012

316 Contemporary Canadian Drama
Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political/personal issues of gender, class, race, sexuality, and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored will be: Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. {L/A} 4 credits
Leonard Berkman
Offered Fall 2014

The following advanced courses in history, literature, and criticism may have limited enrollments as indicated.

319 Shamans, Shapeshifters, and the Magic If
To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and audience on an extensive journey in the playground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else’s skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this ‘imagined’ world we investigate the normative principles of our current world. This course will investigate the counterfactual, speculative, subjunctive impulse in overtly speculative
drama and film with a particular focus on race and gender. We will examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Olandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hanberry, Craig Lucas, and Doug Wright, as well as films such as The Curious Case of Benjamin Button, Pan’s Labyrinth, Children of Men, Crouching Tiger Hidden Dragon, X-Men, Contact, and Brother From Another Planet. Enrollment limited to 18. 4 credits
Andrea Hairston
Offered Spring 2013

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
Topic: Acting Fundamentals for Non-Majors
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. 4 credits
Mace Perlman
Offered Fall 2012

Topic: Acting Fundamentals for Majors
A more focused approach to acting for those students with some acting experience and for those who intend to major in Theatre, encompassing foundational skills, developing a personal warm-up, and work on script analysis, character building, scoring the role and creating ensemble. We work on developing truthful responses to imaginary circumstances, and exploring the worlds of the text. Enrollment limited to 14.
Daniel Elihu Kramer, Fall 2012
Ellen W. Kaplan, Spring 2013
Offered Fall 2012, Spring 2013

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. 4 credits
TBA
Offered Spring 2013

200 Theatre Production
A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting in the fall and in the spring, in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. 1 credit
Ellen W. Kaplan and Samuel Rush
Offered Fall 2012, Spring 2013

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. 4 credits

Topic: Verse Acting
This is a course in performance, focusing on poetic expression and heightened language in the works of Shakespeare and his contemporaries. We will research, analyze, and compare selected works with particular attention to top unifying themes, rhetorical strategies, and historical perspectives, attempting to understand the requisites of performance. The class has a studio component designed to develop skills in textual analysis, physical and vocal expressiveness and theatrical imagination. The course will culminate in a publically presented production. Enrollment limited to 12. Permission of the instructor. Prerequisite THE 141.
Daniel Elihu Kramer
Offered Fall 2012

Topic: Acting and Directing Actors for the Camera
What is the particular nature of acting for the camera? This course is designed to aid actors and directors in the transition from stage to screen work. We will examine film and television production and its physical characteristics, and develop an acting approach suited for work in film and television. Students will work on camera, and examine the results of their work. A limited number of students may be able to take the course with an emphasis on directing for the camera.
Prerequisite: THE 141 or FLS 280 and permission of the instructor. Enrollment limited to 12.

Daniel Elihu Kramer
Offered Spring 2013

252 Set Design I
The course will develop overall design skills for designing sets for the theatre. After reading assigned plays, students will learn how to develop their designs by concentrating on character analysis and visualizing the action of the play. Visual research, sketches, basic drafting skills and model building are some of the areas in which students will learn to develop their ideas. This course will also emphasize the importance of collaborating with every member of the creative team. Enrollment limited to 12. \{A\} 4 credits
Edward Check
Offered Fall 2012

253 Introduction to Lighting Design
This course introduces students to the theory and practice of stage lighting design. Over the semester, we will cultivate sensitivity towards the expressiveness of light and the relationship between light, form, and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, we will learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama, and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, we will also become familiar with the mechanical aspects of lighting: instrumentation, control systems, and safe electrical practice. Enrollment limited to 12. \{A\} 4 credits
Nan Zhang
Offered Spring 2013

254 Costume Design I
The elements of line, texture and color, and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. \{A\} 4 credits
Kiki Smith
Offered Fall 2012, Spring 2013

261 Writing for the Theatre
The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and bi-weekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students will be considered for staging. L and P with writing sample required, best submitted weeks prior to registration. \{A\} 4 credits
Leonard Berkman, Fall 2012, Spring 2013
Andrea Hairston, Fall 2012
Offered Fall 2012, Spring 2013

262 Writing for the Theatre
Intermediate and advanced script projects.
Prerequisite: 261. L and P. \{A\} 4 credits
Leonard Berkman, Fall 2012, Spring 2013
Andrea Hairston, Fall 2012
Offered Fall 2012, Spring 2013

312 Masters and Movements in Performance

Topic: Improvisation
An intensive exploration of specific approaches to improvisation (authentic movement, contact improvisation, Johnstone, Boal, transformational exercises and theatre games) that enhance the agility, resourcefulness and creativity of the performer. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12.
John Hellweg
Offered Spring 2013

318 Movements in Design

Topic: Production Design for Film. Filmmaking is storytelling. This story can be told by the actors or by its visuals. Every film employs a production designer who, with the director and cinematographer, is in charge of the visual design of the film. In this class we will learn how a production designer breaks down a script to determine which scenes should be shot on location and which should be built as sets. Each student will then make design choices for the entire script. Whether picking out locations or creating sets to be shot on a soundstage, this class will examine what makes one design choice better than another. Students will also learn the basic skills to communicate their designs through storyboards, model building and drafting. Enrollment limited to 12 students. \{A\} 4 credits
Edward Check
Offered Spring 2013
344 Directing I
This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm, and style. Prerequisites: Acting I or FLS 280. Permission of instructor required. Enrollment limited to 12. [A] 4 credits
Daniel Elihu Kramer
Offered Spring 2013

353 Advanced Study of Lighting Design
This course further explores the role light plays in artistic creations and the role lighting designers play in theatrical collaborations. Over the semester, we will examine the different approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We will study advanced color theories, and learn to use or improve our skills in industry-standard computer software such as Vectorworks®. Students will design for the Spring Dance Concert in the Hallie Flanagan Studio Theatre. Permission of the instructor required. Enrollment limited to 12. [A] 4 credits
Nan Zhang
Offered Spring 2013

354 Costume Design II
The integration of the design elements of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques, and rendering. Production work may be required outside of the class meeting time. Prerequisites: 254 and P. [A] 4 credits
Kiki Smith
Offered Spring 2013

361 Screenwriting
The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: 261 or 262 or permission of the instructor. Enrollment limited to 12. Writing sample required. [A] 4 credits
Andrea Hairston
Offered Spring 2013

362 Screenwriting
Intermediate and advanced script projects. Prerequisite: 361. L and P. [A] 4 credits
Andrea Hairston
Offered Spring 2013

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: Daniel E. Kramer

All majors are encouraged to include courses in art and music in their programs as well as dramatic literature in any of the language departments.

Requirements for a general Theatre major:
1. 12 semester courses, at least two of which must be at a 300-level.
2. 198 and 199 Theatre History and Culture
4. Three courses from Division B, Theory and Performance:
   141 Acting I
   252 Set Design I or 253 Introduction to Lighting Design 1 or 254 Costume Design I
   344 Directing I or 261 Writing for Theatre
5. Four credits of 200 Theatre Production
6. Three additional courses from either Division A or B.

Requirements for a Theatre major with an emphasis on Acting:
1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
4. Three semesters of acting classes from 141 Acting I, 242 Acting II, 312 Masters and Movements in Performance
5. 142 Voice for actors
6. 252 Set Design 1 or 253 Lighting Design 1 or 254 Costume Design 1
7. 344 Directing I or 261 Writing for Theatre
8. Four credits of 200 Theatre Production
9. One additional course from either Division A or B
Requirements for a Theatre major with an emphasis on Directing:
1. 12 semester courses
2. 198 and 199 Theatre History and Culture
4. 141 Acting I and another acting class
5. 252 Set Design I
6. 261 Writing for Theatre
7. One other design class from 100, 253 or 254
8. 344 Directing I and 345 Directing II
9. Four credits of 200 Theatre Production

Requirements for a Theatre major with an emphasis on Design:
1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
4. 141 Acting I
5. Two of the following: 252 Set Design I, 253 Lighting Design I, 254 Costume Design I
6. One of the following: 352 Set Design II, 353 Lighting Design II, 354 Costume Design II, 318 Movement in Design
7. 344 Directing I or 261 Writing for Theatre
8. Four credits of 200 Theatre Production
9. One additional course from either Division A or B

Requirements for a Theatre major with an emphasis on Playwriting:
1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theater History and Culture
4. 141 Acting I or 142 Voice for Actors
5. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
6. One course from any of the following: 100, 252, 253, or 254
7. 344 Directing I
8. Four credits of 200 Theatre Production

Courses cross-listed under the theatre department may be considered for fulfillment towards these major requirements at the discretion of the department.

All majors are encouraged to include in their programs, as component courses counted outside of the Theatre major courses in art and music in their programs as well as dramatic literature in any of the other language departments.

Students may count up to 16 credits from programs outside the Five Colleges towards the major. On a case-by-case basis, the department will accept courses from other programs towards specific course requirements. The judgment of the major advisers will prevail, without need for full Theatre faculty deliberation.

The Minor

Advisers: Members of the department

Requirements: Six courses

Basis: 198 and 199

In addition to the basis: one semester course approved by an adviser in each of the following different divisions plus one four-credit course of the student’s choice (including, as an option, four credits of 200 Theatre Production):

a. History, Literature, Criticism;
b. Acting, Directing, or Playwriting; and
c. Design: 100, 252, 253, 254.

Honors

Director: Leonard Berkman

430d Honors Project
8 credits
Full-year course; Offered each year

431 Honors Project
8 credits
Offered each Fall

432d Honors Project
12 credits
Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
Graduate

Adviser: Leonard Berkman

M.F.A. in Playwriting, please refer to p. 59–60 in the Graduate and Special Programs section

512 Advanced Studies in Acting, Speech, and Movement
4 credits
Ellen W. Kaplan, Daniel Elihu Kramer
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
   Kiki Smith
Offered both semesters each year

515 Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting
4 credits
Leonard Berkman, Andrea Hairston, Kiki Gounaridou
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
Leonard Berkman
Andrea Hairston
Full-year course; Offered each year

590 Research and Thesis Production Project
4 credits
Leonard Berkman
Andrea Hairston
Offered both semesters each year
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**

- 245 The Harlem Renaissance
- 278 The ’60s: A History of Afro-Americans in the United States from 1954 to 1970

**Art**

- 101 Colloquium: Approaches to Visual Representation: Cities
- 150 Introduction to Art History: Architecture and the Built Environment
- 212 Ancient Cities and Sanctuaries
- 250 Building Baroque Europe
- 272 Art and Revolution in Europe, 1789–1889
- 281 Landscape Studies Introductory Studio
- 283 Architecture since 1945 (L)
- 285 Great Cities
- 386 Topics in Architecture
- 388 Advanced Architecture

**Economics**

- 230 Urban Economics

**Education**

- 200 Education in the City
- 336 Urban Youth Development and Social Entrepreneurship

**English**

- 239 American Journeys

**French**

- 230 Voices of/from the Outskirts*
- 360 The Year 1830

**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: Crusade and Jihad. Religious Violence in the Islamo-Christian Tradition
- 267 The United States since 1877
- 279 (L) The Culture of American Cities
Landscape Studies

200  Socialized Landscapes: Private Squalor and Public Affluence

Presidential Seminars

308  Urbanization in the 21st Century: Comparative Prospects, Problems and Policies

Sociology

213  Ethnic Minorities in America
214  Sociology of Hispanic Caribbean Communities in the United States
218  Urban Sociology

*certain topics only, consult with Urban Studies adviser.
Study of Women and Gender

Visiting faculty and some lecturers are generally appointed for a limited term. Visit www.smith.edu/catalog for current course information.

Members of the Committee for the Program for the Study of Women and Gender 2012–13

Martha Ackelsberg, William R. Kenan Jr. Professor of Government and Professor of the Study of Women and Gender, Chair

*1 Elisabeth Armstrong, Associate Professor of the Study of Women and Gender
Carrie Baker, Assistant Professor of the Study of Women and Gender
*1 Payal Banerjee, Assistant Professor of Sociology
Darcy Buerkle, Associate Professor of History
Ginetta Candelario, Associate Professor of Sociology
*1 Paula Giddings, Elizabeth A. Woodson 1922 Professor of Afro-American Studies
Jennifer Guglielmo, Associate Professor of History
**2 Ambreen Hai, Associate Professor of English Language and Literature
Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese
**2 Michelle Joffroy, Associate Professor of Spanish and Portuguese

Daphne Lamothe, Associate Professor of African-American Studies
**2 Gary Lehring, Associate Professor of Government
Naomi Miller, Professor of English Language and Literature
**1 Cornelia Pearsall, Professor of English Language and Literature
Kevin Quashie, Associate Professor of Afro-American Studies and the Study of Women and Gender
*2 Donna Riley, Associate Professor of Engineering
Marilyn Schuster, Professor of the Study of Women and Gender and Andrew W. Mellon Professor in the Humanities
*2 Christine Shelton, Professor of Exercise and Sport Studies
**1 Elizabeth V. Spelman, Professor of Philosophy and Barbara Richmond 1940 Professor in the Humanities
Andrea Stone, Assistant Professor of English Language and Literature
Susan Van Dyne, Professor of the Study of Women and Gender

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 shall be comprised of SWG prefix courses and department-based courses chosen from a list of possibilities compiled yearly by the Program for the Study of Women and Gender. All Smith courses that might be considered for major credit are listed on the SWG Web site, www.smith.edu/swg. Requirements include:

**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**

One Queer Studies course

One course in the concentration in Women, Race and Culture

Three courses in one of the following six concentrations. One of these courses must be a 300-level seminar:

- a) forms of literary or artistic expression **(L/A)**
- b) historical perspectives **(H)**
- c) forms of political/social/economic thought/action/organization **(S)**
- d) modes of scientific inquiry **(N/M)**
- e) queer studies (thematic concentration)
- f) women, race and culture (thematic concentration)

Four courses with the SWG prefix, including Intro (SWG 150) and one seminar.

Transfer students are expected to complete at least half of their major (or five courses) at Smith (or approved Five College courses).

Students with double majors may count a maximum of three courses toward both majors.

In the senior year, a student will complete a statement reflecting on the connections among the courses in her major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to Spring break.

Requirements for the Minor in the Program for the Study of Women and Gender

In consultation with an adviser from the Study of Women and Gender program committee, a student will select six approved courses (or a total of 24 credits) in the program. The courses must include:

**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.**

One Queer Studies course.

One Women, Race and Culture course.

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. No more than 4 special studies credits may be taken in any academic year and no more than 8 special studies credits total may be applied toward the major. 1 to 4 credits offered both semesters each year.
430d Honors Project
An 8-credit two-semester thesis in addition to the 10 courses that fulfill the major. Eligibility requirements for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender as outlined on the program Web site at www.smith.edu/swg/honors.html.
8 credits
Director: Martha Ackelsberg
Full-year course; Offered each year

Courses with SWG prefix or taught by SWG faculty in 2012–13

SWG 100 Issues in Queer Studies
This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students will learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Offered for 2 credits, graded satisfactory/unsatisfactory only. {H/S/L}
Gary Lehring
Offered Spring 2013

SWG 150 Introduction to the Study of Women and Gender
An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first and second year students. Lecture and discussion, students will be assigned to sections. {H/S} 4 credits
Carrie Baker, Jennifer Hall-Witt and TBA
Offered Fall 2012

Further work in the Study of Women and Gender usually requires SWG 150 as a prerequisite.

SWG 201 Queer Black Studies, An Introduction
How does queer studies, which questions the naturalization of identity, relate to black cultural studies, where identity is both subject to criticism and the foundation of a politics? What role has the black body played in the construction of gender and sexuality? How does the performativity of racial blackness (from blackface minstrelsy to hip hop) relate to ideas from queer theory? How do we understand the particular ways that homophobia has seemed to manifest in black communities? This course will highlight these four questions through theoretical, historical and sociological texts (as well as film, music and literature). Prerequisites: SWG 150, or SWG 100 or AAS 111, or permission of the instructor. Enrollment limited to 40. (E) {L/S} 4 credits
Kevin Quashie
Offered Spring 2013

SWG 205 LGBT History and Politics
This course will provide an overview of the birth and growth of the 20th century movement for LGBT visibility, community and equality in the United States through and including the contemporary 21st century status of LGBT rights. Topics to be addressed include public opinion; state ballot initiatives; LGBT candidates, elections and interest groups; federal and state legislation; and state and federal court decisions affecting LGBT citizens. Public policy areas include Defense of Marriage Act, Federal Marriage Amendment, Hate Crimes Prevention Act, Employment Non-Discrimination Act, Don’t Ask, Don’t Tell, and U.S. Federal AIDS Policy. Prerequisite SWG 150 or permission of the instructor. {H} 4 credits
Gary Lehring
Offered Fall 2012

SWG 222 Gender, Law and Policy
This course explores the legal status of women in the United States historically and today, focusing in the areas of employment, education, sexuality, reproduction, the family, and violence. We will study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination, and pregnancy discrimination. We will study feminist activism to reform the law and will examine how inequalities based on gender, race, class, and sexuality shape the law. We will also discuss and debate contemporary policy and future directions. Prerequisite SWG 150 or permission of the instructor. 4 credits
Carrie Baker
Offered Fall 2012

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 partnership 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-20th 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 2012

SWG 270 Colloquium: Documenting Lesbian Lives
Grounding our work in the current scholarship in lesbian history, this course will explore lesbian communities, cultures, and activism. While becoming familiar with the existing narratives about lesbian lives, students will be introduced to the method of oral history as a key documentation strategy in the production of lesbian history. Our texts will include secondary literature on late 20th century lesbian culture and politics, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students will conduct, transcribe, edit, and interpret their own interviews for their final project. The course objectives are: an understanding of modern lesbian movements and cultures from a historical perspective, basic skills in and knowledge of oral history methods, and the rich experience of being historians by creating new records of lesbian lives. Prerequisites: SWG 150 or permission of the instructor. Enrollment limited to 20. (E) {H/S} 4 credits

Kelly Anderson
Offered Spring 2013

SWG 271 Reproductive Justice
This course will explore reproductive justice in the U.S. and the influence of U.S. policy globally, addressing issues of law, policy, theory and activism. Topics include historic and contemporary state control over women’s reproduction, social movements to expand women’s control over their reproductive lives, access to reproductive care, reproductive technologies, reproductive coercion and violence, religious fundamentalism’s increasing influence over reproduction, and the discourses around women’s bodies and pregnancy. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality shape women’s ability to control their reproduction. Prerequisites: SWG 150 or permission of the instructor. WI {S} 4 credits

Carrie Baker
Offered Fall 2012

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/S} 4 credits

Nancy Whittier
Offered Spring 2013

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) {S} 4 credits

Carrie Baker
Offered Spring 2013

SWG 360 The Cultural Work of Memoir
This course takes the foundational premise of SWG that culture constructs subjects and asks how do queer or non-normative subjectivities come into existence? By studying a selection of literary memoirs by women and men in the last half century in the U.S., we will explore the relationships between queer subjectivities, politicized identities, communities, historical moments, and social movements. The course depends on a second more radical premise that we do not have a life until we narrate it. How does life-writing as an expressive act create livable lives? Students will produce analytical essays and a memoir portfolio. Through the process of reflecting, re-imagining, and revising, we explore multiple writing strategies to turn our lives into art. Prerequisites: SWG 150 and at least one other course in the major, with preference for courses in queer studies and literature. Permission of the instructor and writing sample required. Enrollment limited to 15. (L/H) 4 credits

Susan Van Dyne
Offered Spring 2013

These courses may count toward the major and minor in the study of women and gender with the approval of the adviser. Please see the SWG program Web site or the Smith College catalogue for descriptions.

AAS 243 Black Activist Autobiography
Riché Barnes
Offered Fall 2012

AAS 242 Death and Dying in Black Culture
Kevin Quasbie
Offered Fall 2012

AAS 249/ENG 348 Black Women Writers
Daphne Lamothe
Offered Fall 2012

AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
Paula Giddings
Offered Fall 2012

AAS 360 Seminar: Toni Morrison
Kevin Quasbie
Offered Spring 2013

ANT 271 Globalization and Transnationalism in Africa
Caroline Melly
Offered Spring 2014

ANT 340 Seminar: Topics in Anthropology—The Body
Pinky Hota
Offered Fall 2012

CLT 229 The Renaissance Gender Debate
Ann Jones
Offered Spring 2013

CLT/EAL 239 Contemporary Chinese Women’s Fiction
Sabina Knight
Offered Spring 2013

EAL 232 Modern Chinese Literature
Kimberly Kono
Offered Fall 2012

EAL 242 Modern Japanese Literature
Kimberly Kono
Offered Fall 2012

EAS 200 Colloquium: Topics in East Asian Studies
Topic: The Difficult Female
Jina Kim
Offered Spring 2013

ENG 246 South Asian English Literatures
Ambreen Hai
Offered Spring 2013

ENG 276 Contemporary British Women Writers
Robert Hosmer
Offered Fall 2012

FLS 250 Queer Cinema/Queer Media
Lokeilani Kaimana
Offered Spring 2013
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 108</td>
<td>Curry: Gender, Race, Sexuality and Empire</td>
<td>Elisabeth Armstrong</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>FYS 114</td>
<td>Turning Points</td>
<td>Susan Van Dyne</td>
<td>Fall 2012</td>
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<tr>
<td>FYS 175</td>
<td>Love Stories</td>
<td>Ambreen Hai</td>
<td>Fall 2012</td>
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<tr>
<td>FYS 179</td>
<td>Rebellious Women</td>
<td>Kelly Anderson</td>
<td>Fall 2012</td>
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<tr>
<td>FYS 180</td>
<td>Cleopatra: Histories, Fictions, Fantasies</td>
<td>Nancy Shumate</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>GES 302</td>
<td>Costa Rica at a Crossroads: Examination of Globalization and Sustainability</td>
<td>Amy Rhodes and Gary Lebring</td>
<td>To be arranged (Summer)</td>
</tr>
<tr>
<td>GOV 205</td>
<td>Colloquium: Strange Bedfellows: State Power and Regulation of the Family</td>
<td>Alice Hearst</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>GOV 347</td>
<td>Seminar in International Politics and Comparative Studies</td>
<td>Greg White</td>
<td>Spring 2013</td>
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<tr>
<td>HST 223</td>
<td>Topics in Japanese History</td>
<td>Marnie Anderson</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>HST 252</td>
<td>Women and Gender in Modern Europe, 1789–1918</td>
<td>Darcy Buerkle</td>
<td>Fall 2012</td>
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<tr>
<td>HST 253</td>
<td>Women and Gender in Contemporary Europe</td>
<td>Darcy Buerkle</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>HST 259</td>
<td>Aspects of African History</td>
<td>Jeffrey Ablman</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>HST 278</td>
<td>Women in the United States since 1865</td>
<td>Jennifer Gugliemo</td>
<td>Fall 2012</td>
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<tr>
<td>HST 289</td>
<td>Aspects of Women’s History</td>
<td>Jennifer Hall-Witt</td>
<td>Fall 2012</td>
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<tr>
<td>HST 355</td>
<td>Topics in Social History</td>
<td>Darcy Buerkle</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>HST 372</td>
<td>Problems in American History</td>
<td>Neal Salisbury</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>HST 383</td>
<td>Research in U.S. Women’s History: The Sophia Smith Collection—American Women</td>
<td>Jennifer Gugliemo</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>JUD 251</td>
<td>Women and Gender in Israeli Society</td>
<td>Michal Frenkel</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>IDP 208</td>
<td>Women’s Medical Issues</td>
<td>Leslie Jaffe</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>IDP 320</td>
<td>Seminar on Global Learning: Women’s Health of Tibetan Refugees and Indian</td>
<td>Leslie Jaffe</td>
<td>Fall 2012, Interterm 2013</td>
</tr>
<tr>
<td>LAS 301</td>
<td>Topics in Latin American and Latino/a Studies</td>
<td>Daniel Rodriguez</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>
PRS 319 South Asians in Britain and America  
*Ambreen Hai*  
Offered Fall 2012

SOC 213 Race and National Identity in the United States  
*Ginetta Candelario*  
Offered Spring 2013

SOC 214 Sociology of Hispanic Caribbean Communities in the United States  
*Ginetta Candelario*  
Offered Fall 2012

SOC 229 Sex and Gender in American Society  
*Nancy Whittier*  
Offered Fall 2012

SOC 232 World Populations  
*Leslie King*  
Offered Spring 2013

SOC 237 Gender and Globalization  
*Michal Frenkel*  
Offered Fall 2012

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures  
*Nancy Whittier*  
Offered Spring 2013

SOC 323 Seminar: Gender and Social Change  
*Nancy Whittier*  
Offered Fall 2012

SPN 230 Topics in Latin American and Peninsular Literature  
*Estela Harretche*  
Offered Fall 2012

SPN 230 Topics in Latin American and Peninsular Literature  
*Patricia Gonzalez*  
Offered Spring 2013

SPN 245 Topics in Latin American and Peninsular Literature  
*Topic: Muslim Women in Spain: 756 to the Present*  
*Ibtissam Bouachrine*  
Offered Spring 2013

SPN 250 Survey of Iberian Literature and Society  
*Topic: Sex and the Medieval City*  
*Ibtissam Bouachrine*  
Offered Fall 2012

SPN 332 The Middle Ages Today  
*Topic: Queer Iberia and North Africa.*  
*Ibtissam Bouachrine*  
Offered Fall 2012

SPN 372 Topics in Latin American and Iberian Studies  
*Topic: Women, Environmental Justice and Social Action*  
*Michele Joffroy*  
Offered Spring 2013

THE 319 Shamans, Shapeshifters, and the Magic if  
*Andrea Hairston*  
Offered Spring 2013
Interdepartmental and Extradepartmental Course Offerings

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
To be announced
Offered Spring 2013

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. Seminar to be taken twice—once as a junior and once as a senior. Graded S/U only (2 S/U credits each time taken). 2 credits
Naomi Miller
Offered Fall 2012
To be arranged to accommodate schedules of MMUF Fellows (90 minutes per week)

IDP 100j 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 5-page essay (or a series of essays). This course to be graded S/U only. Enrollment limited to 15 per topic. 1 credit
Margaret Bruzelius, Course Director
Members of the faculty and staff
To be arranged during Interterm 2013

IDP 102 Thinking Through Race
This course offers an interdisciplinary and comparative examination of race in the Americas, as well as in other parts of the world, from the periods of discovery/conquest to the present. Although race is no longer held by scientists to have any biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), economics (slavery and labor patterns), culture, and identities across the Americas and elsewhere. Where did the concept of race come from? How has it changed over time and across space? What pressures does it continue to exert on our lives? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts, visual images, and historical events where racial distinctions and identities have been deployed, constructed and contested, we hope to give students a much richer understanding of how race matters. This course will meet for the first seven weeks of the semester. Not open to students who have taken AMS 102. Graded S/U only. (E) 1 credit
To be announced
Offered Spring 2013

IDP 103 Thinking Through Race Discussion Section
Optional discussion section for IDP 102. (E) 1 credit
To be announced
Offered Spring 2013
IDP 115 AEMES Seminar
This course teaches students to apply appropriate learning strategies to extend and refine their academic capacities with an emphasis on science, engineering and mathematics. Course content includes research on learning styles, motivation and memory as well as application in critical thinking, problem solving, active reading, and study skills. The format consists of readings and discussion, as well as weekly study groups for science, engineering and mathematics courses. Enrollment limited to 20 AEMES scholars. Grading S/U. 2 credits
Gail Thomas (Jacobson Center for Writing, Teaching and Learning)
Offered Fall 2012

IDP 120 Community-Based Learning: Ethics and Practice
This interdisciplinary course explores the practice and ethics of community-based learning (CBL) through relevant readings and lectures. Students interact with guest speakers (faculty, community partners, and peers) who provide first-hand perspectives on how CBL connects to local, national, and global issues. The course provides a point of entry and orientation to students new to CBL, as well as an opportunity for in-depth discussion among students at all levels of familiarity with CBL. IDP 120 serves as the gateway course for the Community Engagement and Social Change Concentration. S/U only. (E) 2 credits
Philip Peake, Interim Director, Center for Community Collaboration
Offered 2012–13

IDP 136 Applied Learning Strategies
This course teaches students to extend and refine their academic capacities to become autonomous learners. Course content includes research on motivation and cognitive development as well as application of critical thinking and study skills. The class format consists of lectures, readings, discussion, and guest speakers with a focus on individual application of skills. Students who take this course will be better prepared to handle coursework, commit to a major, and take responsibility for their own learning. Priority will be given to students referred by their dean or adviser. Enrollment limited to 20. Grading S/U. (E) 1 credit
Gail Thomas (Jacobson Center for Writing, Teaching and Learning)
Offered six weeks during Spring 2013

IDP 140 Educating Women
This six-week lecture series will explore a range of issues that have an impact on girls and women’s education. Faculty members will discuss topics that span Smith’s own history, the broader historical development of educational opportunities for American women, girls’ education in the contemporary United States, and problems and possibilities related to a women’s education in the developing world. This course will serve as the gateway to the women’s education concentration (pending CAP approval). This course will meet during the first half of the semester. Graded S/U only. (E) 1 credit
Susan C. Bourque
Offered Fall 2012

IDP 150j Introduction to AutoCAD
This course will provide students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course will cover tools and techniques for effective 2-dimensional drafting. No previous computer drafting experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. 1 credit
Reid Bertone-Johnson (Landscape Studies)
To be arranged during the first week Interterm 2013

IDP 151j Introduction to SolidWorks
This course will provide students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course will cover tools and techniques for effective 3-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 18. Graded S/U only. 1 credit
To be announced
To be arranged during the second week Interterm 2013

IDP 250j Applied Design and Prototyping: Design It! Make It!
This course will provide students with an introduction to applied design and prototyping. Students will learn how to transform an idea into a set of sketches, a computer model, and a working prototype. The course will cover design strategies, design communication, documentation, materials, rapid prototyping, and manufacturing. Prerequisites: Introduction to AutoCAD
or Introduction to SolidWorks. Enrollment limited to 12. Graded S/U only. 1 credit

Susannah Howe (Engineering) and Eric Jensen (Clark Science Center)
To be arranged during the third week Interterm 2013

**IDP 200 The History and Politics of Women’s Education**
In the United States and abroad, in the past and today, the nature and scope of women’s education is deeply connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw on issues of national identity and culture. In this course, students will explore the politics, history and sociology of this subject, beginning in the United States and ending with a global perspective. Students will consider the challenges of educating women in countries where female literacy is still deeply contested and examine the political processes likely to address this situation. Students will also have an opportunity to pursue research projects the College Archives and Sophia Smith collection. (E) 4 credits

Susan C. Bourque
Offered Spring 2013

**IDP 208 Women’s Medical Issues**
A study of topics and issues relating to women’s health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media’s representation of women, and gender bias in health care. An international perspective on women’s health will also be considered. (N) 4 credits

Leslie Jaffe (Health Services)
Offered Spring 2013

**IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees and Indian Women in India**
The purpose of this seminar is to study women’s health and cultural issues within India, with a focus on Tibetan refugees, and then apply the knowledge experimentally. During J-term, the students will travel to India and deliver workshops on reproductive health topics to young Tibetan women living at the Central University of Tibetan Studies in Sarnath where they will be further educated in Tibetan medicine. The seminar will be by permission of the instructor with interested students required to write an essay explaining their interest and how the seminar furthers their educational goals. Enrollment limited to 5 students. 4 credits

Leslie R. Jaffe (Health Services)
Offered Fall 2012, Interterm 2013

**IDP 325 Art/Math Studio**
This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of 3 dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques-as well as several small written assignments will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) 4 credits

Pau Atela (Mathematics) and John Gibson (Studio Art)
Offered Spring 2013

**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, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. 4 credits

Catherine McCune, Director, Spinelli Center for Quantitative Learning
Offered Fall 2012, Spring 2013

**QSK 103/MTH 103 Math Skills Studio**
This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus), and computations used in calculus. Featuring a daily review followed by problem solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to
succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major.

2 credits

Catherine McCune, Director, Spinelli Center for Quantitative Learning and Karyn Nelson
Offered Interterm 2013

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. Classes will be held for six weeks of the 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. Enrollment limited to 10 with priority given to seniors. 1 credit

Debra Carney (Jacobson Center for Writing, Teaching and Learning)
To be arranged

WTG 100 (C) Popular Nonfiction
Writing for the mainstream press can take many forms, including conventional journalism, narrative journalism, 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 website of the Jacobson Center for Writing, Teaching and Learning for sections offered in January 2012. Enrollment limited to 15. 1 credit

Julio Alves, Director, Jacobson Center for Writing, Teaching and Learning
Offered Interterm 2012
Languages Through the Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The Center offers two distinct programs with varying pacing options for students who are interested in independent language study. Students interested in either of the following language programs should read the informational websites thoroughly and follow the application directions. While the application process is handled by the Five College Center for the Study of World Languages, the tutorial and conversation sessions are held on all five campuses.

For program information and application forms, go to www.umass.edu/fclang.

For mentored course plans and syllabi, go to http://www.langmedia.fivecolleges.edu.

To make an appointment at the Center, e-mail fcsilp@hfa.umass.edu or call 413-545-3453

Five College Mentored Language Program (FCMLP)

The “mentored” course format emphasizes speaking, listening, reading, and writing skills. The courses require seven to ten hours per week of independent study, a weekly one-hour conversation session, a weekly thirty-minute individual tutorial with the mentor, and an oral and a written final evaluation. The mentored courses are based on study guides created specifically for this program. Languages offered include Arabic, Czech, Egyptian Colloquial Arabic, Formal Spoken Arabic, Hindi, Levantine Colloquial Arabic, Indonesian, Moroccan Arabic, Pashto, Persian, Swahili, Turkish, Urdu and Yoruba. Mentored courses offer elementary, some intermediate, and some advanced courses depending on the language.

Five College Supervised Independent Language Program (FCSILP)

The Five College Supervised Independent Language Program (FCSILP) offers students with excellent language skills an opportunity to study a variety of less commonly taught languages. This selective program admits highly motivated students with a record of past success in language learning. Students admitted into the program normally have received high grades in previous language courses; have completed the language requirement of their college; have taken at least one intermediate or advanced college-level course in a language other than their first language(s); and/or have developed a high level of proficiency in a second language by living or studying abroad.

FCSILP stresses oral proficiency and consists of three components: 1) seven to ten hours a week of independent study using a combination of textbooks, workbooks, CDs and DVDs, software, and online materials (course components vary by language); 2) a weekly conversation practice session led by a native speaking conversation partner; and 3) a final oral exam given by a professor accredited in the target language. Each language offered in the program is divided into four levels of study. The four levels constitute four parts of an elementary course.

Languages currently offered:

**African Languages:** Hausa (Nigeria), Shona (Zimbabwe), Twi (Ghana), Wolof (Senegal), Zulu (South Africa)

**European Languages:** Bosnian (Serbo-Croatian), Bulgarian, Croatian (Serbo-Croatian), Georgian, Modern Greek, Hungarian, Norwegian, Romanian, Serbian (Serbo-Croatian), Slovak, Ukrainian

**Middle Eastern and Asian Languages:** Tibetan, Thai, Vietnamese
Arabic

Olla Al-Shalchi, Five College Lecturer in Arabic (at Smith College in the Five College Program).

IA 110. Elementary Arabic I
This year-long course introduces the basics of Modern Standard Arabic. It covers all four language skills: speaking, listening, reading and writing. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, presentations and conversations throughout the year.

Fall Semester. Hampshire College

Arabic 100Y-02. Elementary Arabic
This year-long course introduces the basics of Modern Standard Arabic. It covers all four language skills: speaking, listening, reading and writing. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

Fall Semester. Smith College

Asian 130f. First-Year Arabic I
This year-long course introduces the basics of Modern Standard Arabic. It covers all four language skills: speaking, listening, reading and writing. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

Spring Semester. Hampshire College

Arabic 100Y-02. Elementary Arabic II
This is a continuation of Elementary Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

Spring Semester. Smith College

Heba Arafah, Five College Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130f. First-Year Arabic I
This year-long course introduces the basics of Modern Standard Arabic. It covers all four language skills: speaking, listening, reading and writing. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the year.

Fall Semester. Smith College

IA 110. Elementary Arabic II
This is a continuation of Elementary Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the year.

Fall Semester. Mount Holyoke College

Asian 232f. Second-Year Arabic I
This is a continuation of First Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional
materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

Fall Semester. Mount Holyoke College

Asian 332. Third-Year Arabic I
The goal of this course is to help students achieve an advanced to superior level of proficiency in Modern Standard Arabic with an exposure to one Arabic colloquial variety using the four-skills (reading, writing, speaking, listening) approach. Students will read within a normal range of speed, listen to, discuss and respond in writing to authentic texts by writers from across the Arab world. Text types address a range of political, social, religious, and literary themes and represent a range of genres, styles, and periods. All of these texts may include hypothesis, argumentation and supported opinions that will cover both linguistic and cultural knowledge. This course covers Al-Kitaab, Book 3, Units 1-5 in addition to extra instructional materials. Prerequisite: ARA 232, or the completion of Al-Kitaab, Book 2 or its equivalent. Students must be able to use Formal Spoken Arabic as the medium of communication in the classroom. Enrollment limited to 18. [F] 4 credits

Fall Semester. Mount Holyoke College

Asian 131s. First-Year Arabic II
This is a continuation of First Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

Spring Semester. Mount Holyoke College

Asian 233s. Second-Year Arabic II
This is a continuation of Second Year Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading, and writing using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most non-technical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You will have broad enough vocabulary that will enable you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extra-curricular activities and a final project. Prerequisite: Arabic 232 or equivalent, or instructor's permission.

Spring Semester. Mount Holyoke College

Asian 332. Third-Year Arabic II
The goal of this course is to help students achieve an advanced to superior level of proficiency in Modern Standard Arabic with an exposure to one Arabic colloquial variety using the four-skills (reading, writing, speaking, listening) approach. Students will read within a normal range of speed, listen to, discuss and respond in writing to authentic texts by writers from across the Arab world. Text types address a range of political,
social, religious, and literary themes and represent a range of genres, styles, and periods. All of these texts may include hypothesis, argumentation and supported opinions that will cover both linguistic and cultural knowledge. This course covers Al-Kitaab, Book 3, Units 1-5 in addition to extra instructional materials. Prerequisite: ARA 232, or the completion of Al-Kitaab, Book 2 or its equivalent. Students must be able to use Formal Spoken Arabic as the medium of communication in the classroom. Enrollment limited to 18. [F] 4 credits Spring Semester. Mount Holyoke College

Abdelkader Berrahmoun, Five College Teaching Fellow in Arabic (at Smith College in the Five College Program).

Arabic 100Y–01. Elementary Arabic
This year-long course introduces the basics of Modern Standard Arabic. It covers all four language skills: speaking, listening, reading and writing. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year. Fall Semester. Smith College

Arabic 200. Intermediate Arabic I
This is a continuation of Elementary Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project. Spring Semester. Smith College

Arabic 300. Advanced Arabic I
The goal of this course is to help students achieve an advanced to superior level of proficiency in Modern Standard Arabic with an exposure to one Arabic colloquial variety using the four-skills (reading, writing, speaking, listening) approach. Students will read within a normal range of speed, listen to, discuss and respond in writing to authentic texts by writers from across the Arab world. Text types address a range of political, social, religious, and literary themes and represent a range of genres, styles, and periods. All of these texts may include hypothesis, argumentation and supported opinions that will cover both linguistic and cultural knowledge. This course covers Al-Kitaab, Book 3, Units 1-5 in addition to extra instructional materials. Prerequisite: ARA 200, or the completion of Al-Kitaab, Book 2 or its equivalent. Students must be able to use Formal Spoken Arabic as the medium of communication in the classroom. Enrollment limited to 18. Fall Semester. Smith College

Arabic 100Y. Elementary Arabic
This is a continuation of Elementary Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, debates, presentations and conversations throughout the year. Fall Semester. Smith College

Arabic 201. Intermediate Arabic II
This is a continuation of Intermediate Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading, and writing using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most
non-technical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You will have broad enough vocabulary that will enable you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extra-curricular activities and a final project. Prerequisite: Arabic 201 or equivalent, or instructor’s permission

Spring Semester. Smith College

Mohamed Hassan, Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.

Arabic 101. First-Year Arabic I

This year-long course introduces the basics of Modern Standard Arabic. It covers all four language skills: speaking, listening, reading and writing. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

Fall Semester. Amherst College

Arabic 201. Second-Year Arabic I

This is a continuation of First Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

Fall Semester. Amherst College

Arabic 401. Fourth-Year Arabic/Media Arabic.

Media Arabic is an advanced language course at the 400 level. Students are required to complete a set amount of material during the semester. Media Arabic introduces the language of print and the Internet news media to students of Arabic seeking to reach the advanced level. It makes it possible for those students to master core vocabulary and structures typical of front-page news stories, recognize various modes of coverage, distinguish fact from opinion, detect bias and critically read news in Arabic. The course enables students to read extended texts with greater accuracy at the advanced level by focusing on meaning, information structure, language form, and markers of cohesive discourse. The prerequisite for Media Arabic is the equivalent of three years of college-level Arabic study in a classroom course that includes both reading/writing skills and speaking/listening skills. The final grade is determined by participation and assignments, two term-papers and a final paper, a final written exam, an oral presentation and a comprehensive oral exam. Participation in the program requires significant independent work and initiative.

Fall Semester. Amherst College

Arabic 102. First-Year Arabic II

This is a continuation of First-Year Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material
and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

**Spring Semester. Amherst College**

**Arabic 202. Second-Year Arabic II**

This is a continuation of Second-Year Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading, and writing using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most non-technical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You will have broad enough vocabulary that will enable you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extra-curricular activities and a final project. Prerequisite: Arabic 201 or equivalent, or instructor’s permission.

**Spring Semester. Amherst College**

**Nabla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program).**

**Arabic 101. Elementary Four-Skilled Arabic I**

This yearlong course introduces the basics of Modern Standard Arabic. It covers all four language skills: speaking, listening, reading and writing. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write paragraphs and participate in role plays, debates, presentations and conversations throughout the year.

**Fall Semester. University of Massachusetts**

**Arabic 201. Intermediate Four-Skilled Arabic I**

This is a continuation of Elementary Four Skilled Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

**Fall Semester. University of Massachusetts**

**Arabic 102. Elementary Four-Skilled Arabic II**

This is a continuation of Elementary Four Skilled Arabic I. We will complete the study of the Elementary Arabic AlKitaab book sequence along with additional instructional materials. Emphasis will be on the integrated development of all language skills—reading, writing, listening and speaking—using a communicative-oriented, proficiency-based approach. By the end of this semester, you will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow you to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, you will write short essays, do oral and video presentations and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities and a final project.

**Spring Semester. University of Massachusetts**
Arabic 202. Intermediate Four-Skilled Arabic II
This is a continuation of Intermediate Four Skilled Arabic I. We will complete the study of the AlKitaab II book sequence along with additional instructional materials. In this course, we will continue perfecting knowledge of Arabic integrating the four skills: speaking, listening, reading, and writing using a communicative-oriented, proficiency-based approach. By the end of this semester, you should have sufficient comprehension in Arabic to understand most routine social demands and most non-technical real-life conversations as well as some discussions on concrete topics related to particular interests and special fields of competence in a general professional proficiency level. You will have broad enough vocabulary that will enable you to read within a normal range of speed with almost complete comprehension a variety of authentic prose material and be able to write about similar topics. Also by the end of this semester, you should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials and websites. Exercises and activities include essay writing, social interactions, role plays and in-class conversations, oral and video presentations that cover the interplay of language and culture, extracurricular activities and a final project. Prerequisite: Arabic 297 or equivalent, or instructor’s permission.
Spring Semester. University of Massachusetts

Anthropology 220. Collecting the Past: Art and Artifacts of the Ancient Americas
Early European explorers, modern travelers, collectors, curators, and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities, and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. Limited to 18 students.
Spring Semester. Amherst College

Archaeology
Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program).

Anthropology 226. Archaeology of Food
This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution.” The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethno-graphic approaches to the study of food.
Spring Semester. Smith College

Architectural Studies
Naomi Darling, Assistant Professor of Sustainable Architecture (at Hampshire College in the Five College Program).

HACU 105. Design Investigations
This is an introductory studio for those students interested in exploring the design fields: architecture, interior design, landscape architecture, and product design. These fields all share a studio-based approach to problem solving that is at once spatial, material, conceptual and social. In practice today, this necessitates also considering sustainability issues in the broadest sense including environmental, social, economic and political. Over the course of the semester, students will be given a series of projects that will introduce visual communication tools such as plans, elevations, and sections, projected drawings and model making. Emphasis will be placed upon developing a conceptual approach to a problem and developing a design process that may lead to unexpected outcomes. The specific projects will address issues of the body, light, comfort and materials. All projects will be presented in a studio critique format with drawings and models conveying the intent of the design project. Limited to 15 students.
Fall Semester. Hampshire College

Thom Long, Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program).
Arch 205. Sculpting Space
This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) 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. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.
Fall Semester. Mount Holyoke College

European Studies 216 / Art 216. Digital Constructions: Intermediate Architectural Design
In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect 20th-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. This course will combine lectures, reading, discussion, and extensive studio design. Requisite: ARHA 111. Admission with consent of the instructor. Limited to 10 students.
Spring 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.
Fall Semester. Hampshire College

ARS 172. Cross-Disciplinary Studio: Two Dimensional Foundations (taught with John Gibson)
This team-taught course will introduce first-year students to a range of conceptual frameworks for making and thinking about art. Unlike a skills-based class devoted to a single medium, in this course students will practice problem-solving across traditional media boundaries. Specifically, the course will explore such concepts as perception/description, authorship, and spatial systems, through use of a range of two-dimensional media, including drawing, photography, digital media and printmaking, with an emphasis on object/art-making framed largely within the studio setting. The course is strongly recommended for students considering the art major. A required fee of $25 to cover group supplied materials will be charged at the time of registration. Enrollment limited to 25 in Fall 2012.
Fall Semester. Smith College

IA 297. Video Art in the 21st Century
To quote artist and critic Catherine Elwes, “video is the default medium of the 21st Century.” Today video screens and projections are everywhere from cell phones to the sides of buildings, and video has become one of the most prominent media in museum and gallery exhibitions. In particular, screens and projections are a prominent component of much contemporary sculpture and installation. Throughout this course, we will study not only the history of video as gallery art form, but also some of its most important themes, including: structuralism and the form of the moving image, depictions of the body and space, video as a representation of culture and gender, and digital imaging. Readings will include works by theorists Sergei Eisenstein, Laura Mulvey, Marshall McLuhan and Lev Manovich. We will look at the work of artists Joan Jonas, Martha Rosler, Vito Acconci, Bill Viola, Mariko Mori and Matthew Barney, among others. Mostly importantly, this is a studio critique course. During the
semester students will create a number of screen-based and video installation works. Prerequisites: Some experience with basic video production and editing tools (your home camera and iMovie are fine) and at least one studio art course in any medium.

Spring Semester. Hampshire College

**ARS 361. Interactive Digital Multimedia**

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

Spring Semester. Smith College

**Asian/Pacific/American Studies**

*Richard Chu,* Associate Professor of History (at the University of Massachusetts in the Five College Program).


Is the United States an “empire”? Today, US political, military, and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization, and militarism.

Fall Semester. Smith College

**History 253. Asian/Pacific/American History**

This course is an introductory survey course in the history of Asian/Pacific/Americans within the broader historical context of U.S. imperialism in the Asia/Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent, and how these histories have been impacted or influenced by the rise of empires (especially U.S.) from the eighteenth century to the present. Students taking this class will also participate in a lecture series through Weeks 2-9, during which different faculty members from the Five Colleges, as part of the 1-credit AMS 130 Mapping Asian American Studies course at Smith, will be presenting their research in relation to a particular broader historiographical or disciplinary area within the field of A/P/A Studies. (Students in AMS230 will earn 4 credits and cannot take AMS130 for additional credit.)

Spring Semester. University of Massachusetts

**CSI 208. “Empire,” “Race,” and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects**

Is the United States an “empire”? Today, U.S. political, military, and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue
of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization, and militarism.

Spring Semester: Hampshire College

Sujani Reddy, Assistant Professor of American Studies (at Amherst College in the Five College Program).

American Studies 232. Racialization in the U.S.: The Asian/Pacific/American Experience
This course is an interdisciplinary introduction to Asian/Pacific/American Studies. We will begin by looking at the founding of the field through the student-led social movements of the 1960s and ask ourselves how relevant these origins have been to the subsequent development of the field. We will then use questions that arise from this material to guide our overview of the histories, cultures, and communities that make up the multiplicity of Asian/Pacific America. Topics will include, but not be limited to, the racialization of Asian Americans through immigrant exclusion and immigration law; the role of U.S. imperialism and global geo-politics in shaping migration from Asia to the U.S., the problems and possibilities in a pan-ethnic label like A/P/A, interracial conflict and cooperation, cultural and media representations by and about Asian Americans, diaspora, and homeland politics. In addition, throughout the semester we will practice focusing on the relationships between race, gender, class, sexuality, and nation. The ultimate goal of the course is to develop a set of analytic tools that students can then use for further research and inquiry.

Fall Semester: Amherst College

History 278f. Immigration Nation
This course examines both race and racism as elements in the historical process of “racialization,” and proceeds by positing racialization as key to understanding the political, economic, social and cultural dynamics of the United States. We will outline the basic patterns of migration to the United States from the late nineteenth century to today. Specific topics may include (but are not limited to) imperialism; diaspora; immigrant rights; immigrant labor; “illegal” immigration; nativism; social movements; and the relationships between gender, sexuality, race, class and nation.

Spring Semester: Mount Holyoke College

AMST 236/ASLC 292. From Civil Rights to Immigrant Rights: The Politics of Race, Nation and Migration Since WWII
This course centers ongoing struggles for social justice and liberation as a means for investigating the landscape of U.S. social formation in what many term the “post-civil rights” era. Our inquiry will begin with the youth-led movements of the late 1960s and 1970s and move through to the present day. Topics will include questions of empire, the criminalization of radical movements, the prison industrial complex, the “war on drugs,” the diversification of immigration to the United States, struggles over citizenship, migrant labor, and immigrant detention and deportation. Throughout we will pay attention to the relationships between hierarchies of gender, sexuality, race, class and nation and specific attention to the shape of contemporary debates about the issues we examine.

Spring Semester: Amherst College

Sociology 392R. Racialization: Exclusion, Deportation and the Making of an Immigrant Nation
This course defines, analyzes and interrogates processes of US racial formation through focus on immigration, immigrant communities and the question of immigrant rights. We will begin by examining both race and racism as elements in the historical process of “racialization,” and proceed by positing racialization as key to understanding the political, economic, social and cultural dynamics of the United States. Our focus on immigration will begin in the nineteenth century with the anti-Chinese movement and proceed through to World War II. It will include an outline of the basic patterns of migration to the United States; their relationship to settler colonialism and U.S. imperialism; questions of naturalization, citizenship and family reunification; immigrant labor; “illegal” immigration; the relationships between gender, sexuality, race, class and nation; and Diaspora.

Spring Semester: University of Massachusetts

Dance

Constance Valis Hill, Professor of Dance (at Hampshire College in the Five College Program).
CSI/HACU 170. 20th-Century Dance History
African American dance and music traditions have played critical roles in African American struggles to sustain their humanity—to express joy and pain through their bodies and through a particular relationship to rhythm. This class will explore the forms, contents and contexts of black traditions which played a crucial role in shaping American dance in the twentieth century. Viewing American cultural history through the lens of movement and performance, we will focus on black protest traditions in discerning how the cakewalking performances of Ada Overton and George Walker; proto-feminist blues and jazz performances of Bessie Smith; tap dancing of Bill Robinson; protest and resistive choreographies of Katherine Dunham, Pearl Primus, and Urban Bush Women; and the hip-hop performances of Rennie Harris can be viewed as corporeal embodiments of the centuries-long freedom struggle—whether non-violent, confrontational or contestational—and how these modes of performance reflect an increasing independent free black voice demanding equal inclusion in the body politic. This course will provide a strong foundation for students who want to pursue Black Studies and will acquaint students with methodologies utilized in performance and historical studies.
Fall Semester. Hampshire College

THDA/WAGS 228. Feminist Performance
The Women’s Liberation Movement dramatically affected the American social and intellectual climate of the 1970s. In art, as in education, medicine, and politics, women sought equality and economic parity as they actively fought against the mainstream values that had been used to exclude them. Performance art proved to be an ideal match for the feminist agenda—it was personal, immediate, and highly effective in communicating an alternate view of power in the world. Artists explored autobiography, the female body, myth, and politics, and played a crucial role in developing and expanding the very nature of performance, consciously uniting the agendas of social politics with art. This class will take us from Yoko Ono’s performances of Cut Piece and the Judson Dance Theatre’s proto-feminist dance experiments of the 1960s to the radical guerilla-style performances of the 1970s and beyond, in which the body was the contested site for debates about the nature of gender, ethnicity and sexuality. We will be looking at works that were not polite demands for legislative change, but raw and sloppy theatrical displays and ecstatic bonding experiences that managed to be at once satirical and celebratory, alienating and illuminating.
Fall Semester. Amherst College

Dance 134. Dancing Motown
Here is a social and political history of Rhythm & Blues in the 1960s that takes you from your seat to (dancing in) the street. In the classroom, we will learn about the evolution of R&B from its roots in the jump blues (up-tempo jazz-tinged style of blues that was the link between jazz, blues, and rock music) of Louis Jordan, the blues-jazz fusions of Johnny Otis, electric blues of Muddy Waters, blues-gospels of the Staple Singers, and doo-wop songs of the Five Royales to a style of soul music that reached its height of popularity in the 60s with Motown Records in the “Motor City” of Detroit where such tunes as Martha and the Vandellas’ “Dancing in the Street” became not only infectious party song but reflective of the politically and racially-charged environment of black urban communities in the 1960s during the Black Power Movement. In the studio, we will combine basic tap steps and social dance moves into back-up chorus routines in the style of Cholly Atkins, the legendary rhythm tap dancer who, as house director of Motown Records in the 60s, devised “vocal choreography” for such acts as the Supremes, Temp-tations, Four Tops, and Gladys Knight and the Pips. Class routines will be rhythmically succinct but simple enough so that each class will be a complete routine for a tune (i.e. Aretha Franklin, “Respect”; Mary Wells, “You Beat Me to the Punch”). There will also be an R&B History and Singing Lab in which students learn back-up harmonizing singing style that engages with the lyrics while (like the dancing) remaining cool, relaxed, and in control. Open to dance, music, and theatre concentrators wishing to refine their rhythmic sensibilities; and to move with grace and style. Tap dance shoes required.
Spring Semester. Mount Holyoke College

Dance 377. Advanced Studies in History and Aesthetics: New Millennium Choreography
This course looks at the vast and diverse cultural and aesthetic landscape of dance performance in the millennium and the new breed of choreographers making cutting-edge that pursue radically different methods, materials and strategies for provoking new ideas about dance, body, and corporeal aesthetics.
Taking in the vast spectrum of new-age performance (live and virtualized), we will ask such questions as: How do non-narrative dance focus on the body as an instrument with unlimited possibilities, without the impetus of stories, emotions, ideas, specific external images? How do men and women portray themselves and interact; how do heterosexuality, homosexuality, and androgyny constitute a gender spectrum in new works? How do we watch and evaluate dances from culturally-specific traditions? How, in improvisational performance, do we watch people moving with each other and in space when there is no clear beginning, middle, or end; and how is the viewer challenged to see the point of people balancing, lifting, falling, and rolling as a form of dance? How do community-based performances (which involve different kinds of performers and settings) constitute a distinct socio-political themes in dance works that can be socio-politically subversive? How do site-specific works illuminate the thematic content of a work and various spaces for the viewer? How do choreographers utilize technology, text, sets, and lighting in developing multi-disciplinary performance works?

Spring Semester. Smith College

Paul Matteson, Assistant Professor of Theater and Dance (at Amherst [home campus] and Mount Holyoke colleges in the Five College program).

THDA 116 H. Contemporary Dance: Modern II/III
The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level. A half course.

Fall Semester. Amherst College

THDA 216. Contemporary Dance: Modern 4/5 Technique and Repertory
This course will include studio sessions in contemporary modern/jazz dance technique at the intermediate level and rehearsal sessions to create original choreography; the completed piece(s) will be presented in concert at the end of the semester. The emphasis in the course will be to increase expressive range, technical skills and performance versatility of the dancer through the practice, creation and performance of technique and choreography. In addition, the course will include required readings, the viewing of dance videos and live performances to give an increased understanding of the historical and contemporary context for the work. Audition for course enrollment will be held the first day of class.

Fall Semester. Amherst College

THDA 216H. Contemporary Dance: Modern 4/5
The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level. A half course. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit.

Fall Semester. Amherst College

Dance 216. Intermediate Advanced Modern
Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

Fall Semester. Mount Holyoke College

Dance 318. Advanced Modern
This course focuses on the integration of dance technique, performance, and improvisational research to expand students’ embodied awareness, range of motion, and performance skills as contemporary dancers.

Fall Semester. Mount Holyoke College

English

Scott Branson, Visiting Assistant Professor of English and Comparative Literature (at Amherst College in the Five College Program)

HACU 248. The Experimental Novel in the 20th Century
How do we make sense of a meaningless world? How do we render meaninglessness in fiction without making it meaningful? Are we satisfied with literature that doesn’t explain itself? Can we read without trying to explain?
This course will examine novelists grappling with these questions as they try to find place for literature in the modern world. In a century marked by drastic technological advances in communication, transportation, and warfare—changes that also characterize our historical moment—modernist and post-modernist novelists experimented with incorporating meaninglessness into their work through innovation of the form of the novel as well as expansion of its content. We will read authors from different national traditions who try to incorporate the failure of meaning into their texts. Alongside novels, we will examine narrative theory to help us understand how literary conventions promise meaning and how the 20th-century experimental novel subverts this promise. Readings may include novels by Gide, Kafka, Mann, Beckett, Camus, O’Connor, Ellison, Duras, and Pynchon.

Fall Semester. Hampshire College

**English 202. Later British Literature and Culture**
The development of British literature from the Enlightenment of the 18th century through the Romanticism and Realism of the 19th century to the Modernism of the early 20th century; literary response to scientific and industrial changes, political revolution and the technical and social reordering of British society. Open only to English majors, and those studying at the University on international or domestic exchange.

Course Notes: Open to English majors only. ENGLISH 200 or 200H w/B- or E200

Spring Semester. Hampshire College

**European Studies 122: Readings in the European Tradition II**
In this course, we will discuss writings and art that have contributed in important ways to the sense of what “European” means. The course covers the intellectual and artistic development of Europe from the Renaissance to the 21st century. The course will use a chronological and/or thematic template that focuses on dominant and persistent preoccupations of the European imagination. We will study poetry, drama, the novel, the essay, painting, photography, and film. In the past, we have studied works by Cervantes, Shakespeare, Montaigne, Molière, Mann, Swift, Voltaire, Wordsworth, Austen, Marx, Flaubert and Tolstoy. We have looked at art ranging from Velázquez to Picasso, filmmakers from Chaplin to Godard. This course welcomes all students who enjoy studying literature and essays in depth, as well as those interested in the visual arts. Required of European Studies majors.

Spring Semester. Amherst College

Jane Degenhardt, Associate Professor of English (at the University of Massachusetts in the Five College Program), will be on leave in 2012-13.

**Film/Video**

Baba Hillman, Associate Professor of Video/Film Production (at Hampshire College in the Five College Program), will be on leave in 2012–13.

Bernadine Mellis, Lecturer in Film Studies (at Mount Holyoke College in the Five College Program).

**Film Studies 210. Beginning Video Production: Experiments in Adaptation**
This course provides a foundation in the principles, techniques, and equipment involved in making short videos. Working with already existing texts (short stories, plays, poems, films, songs, news stories, paintings, etc.), students will develop their own projects. The course will introduce the following: developing a project idea from a pre-existing text; script/treatment writing; aesthetics and mechanics of shooting; the role of sound; and the conceptual and technical underpinnings of digital editing. We will do several short exercises early in the semester, working towards a longer final piece. By translating other media into cinematic terms, we will develop our proficiency in the language of moving images.
Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12.
Fall Semester. Mount Holyoke College

Film Studies 280. Introduction to Video Production: First Person Documentary
This course provides a foundation in the principles, techniques, and equipment involved in making short videos. In it, students will make short documentary films from the first-person point of view. We will use our own stories as material, but we will look beyond self-expression, using video to explore places where our lives intersect with larger historical, economic, environmental, or social forces. We will develop our own voices while learning the vocabulary of moving images and gaining production and post-production technical training. Through in-class critiques, screenings, readings and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12.

Fall Semester. Smith College

Film Studies 310. Advanced Video Production: Documentary Workshop
In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10 minutes long. We will explore the ethical questions and ambivalence inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and non-fiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. This course has a Community-Based Learning Component. Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 10.

Spring Semester. Mount Holyoke College

Communication 497J. Advanced Production Workshop
In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short video project, 10 minutes long. The course will be driven by students’ choice of projects, which can range from experimental to narrative to documentary. Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 10.

Spring Semester. University of Massachusetts

Geosciences
J. Michael Rhodes. Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

Geo 105. Dynamic Earth
The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the scientific ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the 79 A.D. eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (Washington), Pinitubo (Philippines) and Kilauea (Hawaii).

Fall semester. University of Massachusetts

Geo 591V. Volcanology
A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism.

Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook, and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper.

Honors students will “adopt” a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester, and prepare a final term report on their adopted volcano.

Spring 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), will be on leave in 2012-13.

Teresa Shawcross, Assistant Professor of History (at Amherst [home campus] and Mount Holyoke colleges in the Five College Program), will be on leave in 2012-13.

International Relations

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

Political Science 484. Seminar on International Politics: Global Energy 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. This course fulfills the requirement for an advanced seminar in Political Science.
Spring Semester. Amherst College

Jon Western, Professor of International Relations (at Mount Holyoke College in the Five College Program).

Political Science 482. United States Foreign Policy: Democracy and Human Rights
Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to a broad range of contemporary human rights and democracy issues with special attention given to analyzing and comparing the post-Cold War state-building efforts in the Balkans, Iraq, and Afghanistan. Previous course work relating to international relations, American politics or foreign policy, or political theory required. This course fulfills the requirement for advanced seminar in Political Science.
Fall Semester. Amherst College

International Relations 319. Democracy and Human Rights
This course examines American foreign policy concerning the promotion of democracy and human rights abroad. The course begins by examining how and why these policies are developed within the U.S. political, economic, institutional, and geostrategic context. Through the use of case studies, we will then evaluate how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.
Fall Semester. Mount Holyoke College

International Relations 270. American Foreign Policy
In this examination of American foreign policy since 1898, topics include the emergence of the United States as a global power, its role in World War I and II, its conduct and interests in the cold war, and its possible ob-
jectives in a post-cold war world. Particular attention is
paid to the relationship between domestic interests and
foreign policy, the role of nuclear weapons in determin-
ing policy, and the special difficulties in implementing
a democratic foreign policy.
Spring Semester. Mount Holyoke College

Critical Social Inquiry 280. United States Foreign
Policy: Democracy and Human Rights
Is the United States committed to promoting democra-
cy and human rights abroad or just advancing its own
strategic and domestic corporate interests? What influ-
ence does the United States have on the development of
democracy around the world and the emergence of—
and compliance with—international human rights
conventions, protocols and laws? This seminar begins
with an historical overview of American democracy
and human rights rhetoric and policies and seeks to
uncover the range of political, economic, cultural and
geostrategic motivations underlying U.S. behavior. We
will then examine American foreign policy responses
to a broad range of contemporary human rights and
democracy issues with special attention given to ana-
lyzing and comparing the post-Cold War state-building
efforts in the Balkans, Iraq, and Afghanistan. Previ-
ous course work relating to international relations,
American politics or foreign policy, or political theory
required.
Spring Semester. Hampshire College

Italian

Elizabeth H. D. Mazzocco, 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).

Italian 126H. Intensive Elementary Italian Honors
The course’s goal is to provide students with the op-
portunity to gain functional fluency in Italian in one
semester so that they can, in future semesters, integrate
language into their major concentrations. In addition
to mastering the traditional four skills (speaking, lis-
tening, reading, writing), students will simultaneously
use the language as a bridge to Italy’s culture, history
and literature. Unlike the non-honors Italian 126, this
course meets 5 times per week with the professor and
an additional hour in small conversation groups with a
native speaking fellow from the Universita di Bologna-

Fall Semester. University of Massachusetts

Japanese

Fumiko Brown, Five College Lecturer in Japanese.

Japanese 103. Review and Progress in Japanese
This course is designed for students who have already
begun studying Japanese in high school, other schools,
or at home before coming to Amherst, but have not fin-
ished learning basic Japanese structures or acquired a
substantial number of characters (Kanji). This course
is also for individuals whose proficiency levels of the
four skills (speaking, listening, reading, and writing)
are uneven to a noticeable degree. Small groups based
on the students’ proficiency levels will be formed, so
that instruction accords with the needs of each group.
Students will be required to practice with the materials
that are on the course website at the college. Two group
meetings and two individualized or small group evalu-
ations per week are normally required throughout the
semester. Requisite: Some Japanese instruction in high
school, home, or college.
Fall Semester. Amherst College

Japanese 201. Communicating in Sophisticated
Japanese
This course is designed for students who have com-
pleted the acquisition of basic structures of Japanese
and have learned a substantial number of characters
(Kanji) and are comfortable using them spontane-
ously. The course will emphasize the development of all
four skills (speaking, listening, reading, and writing) at
a more complex, multi-paragraph level. For example,
students will be trained to speak more spontaneously
and with cultural appropriateness in given situations
using concrete as well as abstract expressions on a
sustained level of conversation. As for literacy, students
will be given practice reading and writing using sev-
eral hundred characters (Kanji). Small groups based
on the students’ proficiency levels will be formed, so
that instruction accords with the needs of each group.
Students will be required to practice with the materials
that are on the course website at the college. Two group
meetings and two individualized or small group evalu-
ations per week are normally required throughout the
semester. Requisite: JAPA 102 or 104, or equivalent.
Fall Semester. Amherst College

Forli hosted by the UMass Italian program. Freshmen
and sophomores only.

Fall Semester. University of Massachusetts

Japanese
Asian Studies 324f. Third Year Japanese I
This course helps students attain a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Fall Semester. Mount Holyoke College

The course will emphasize active learning by each student in the class by means of the materials in the course and individualized or small group discussions with the instructor. Small groups based on the students’ proficiency levels will be formed, so that instruction accords with the needs of each group. By the end of this course, students are expected to be familiar with most basic Japanese structures, to have acquired a substantial vocabulary, and to have gained sufficient speaking, listening, reading, and writing proficiency levels, which will enable the students to survive using Japanese in Japan. As for literacy, some more new characters (Kanji) will be added by reading and writing longer passages. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Requisite: Japanese 101 or equivalent.
Spring Semester. Amherst College

This course is a continuation of JAPA 201. The course will provide sufficient practice of reading authentic texts and viewing films to prepare for the next level, JAPA 301, in which various genres of reading and films will be introduced. Throughout the course, the development of more fluent speech and stronger literacy will be emphasized by studying more complex and idiomatic expressions. Acquisition of an additional few hundred characters (Kanji) will be part of the course. The class will be conducted mostly in Japanese. Small groups based on the students’ proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester. Requisite: JAPA 201 or equivalent.
Spring Semester. Amherst College

Asian Studies 326s. Third-Year Japanese II
This course continues Asian Studies 324, Third Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese.
Spring Semester. Mount Holyoke

Korean
Suk Massey, Five College Lecturer in Korean.

Korean 101. Korean I
Beginning Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course is designed to improve students’ communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making.
Fall Semester. Smith College

Korean 201. Korean II
Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course is designed to reinforce and increase students’ facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through activities such as the followings: expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, students mini-presentations, various types of writing, Korean film reviews, skits and Korean film making.
Fall Semester. Smith College

Asian Studies 160. First-Year Korean I
Beginning Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course is designed to improve students’ communicative competence in daily life, focusing on
the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making.

Fall Semester. Mount Holyoke College

Korean 161s. First-Year Korean II
Beginning Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean film making.

Spring Semester. Mount Holyoke College

Korean 102. Korean I
Beginning Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course is designed to improve students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean film making.

Music

Bode Omojola, Associate Professor of Music (at Mount Holyoke College in the Five College Program).

Music 105/Black Studies 204. African Popular Music
This course focuses on twentieth-century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, soukous and mbaqanga will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. The course also discusses the growth of hip-hop music in selected African countries by exploring how indigenous cultural tropes and the social dynamics of postcolonial Africa have provided the basis for its local appropriation. Themes explored in this course include the use of music in the construction of identity, the interaction of local and global elements, and the political significance of musical nostalgia.

Fall Semester. Amherst College

Music 371. Topics in Music: Analytical Perspectives in World Music
The course examines important theoretical and methodological issues that have shaped the field of ethnomusicology and influenced the analyses of musical traditions from different parts of the world. A major objective of the course is to facilitate the capacity for an engaged and culturally sensitive analysis of music. Relying on the works of notable scholars, musical compositions and performances from different parts of the world are analyzed with a view to understanding key principles of musical construction and the ways in which musical composition and performance relate to broader dimensions of culture. Richly illustrated with video/audio recordings and as well as musical notation, the course examines musical traditions from different parts of the world, including Africa, Asia and Latin America. Each student is expected to carry out a final analytical project on a selected musical performance or composition drawing on the issues that guide our discussion in the course.

Fall Semester. Mount Holyoke College

Music 226. World Music
This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, India, the Caribbean and the United States. The course adopts an ethnomusicalological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.

Spring Semester. Mount Holyoke College
**Music 593O. Master Musicians of West Africa**
This course concentrates on the lives and music of selected West African musicians. Departing from ethno-graphic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries of African musical practice. Individuals covered this semester include Babatunde Olatunji (Nigerian drummer), Youssou N'Dour (Senegalese singer), Kandia Kouyate (Malian jelimuso) and Ephraim Amu (Ghanaian composer). The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

*Spring Semester. University of Massachusetts*

**Russian, East European, Eurasian Studies**

*Evgeny Dengub, Five College Lecturer in Russian*

**Russian 101. First-Year Russian I**
Introduction to the contemporary Russian language, presenting the fundamentals of Russian grammar and syntax. The course helps the student make balanced progress in listening comprehension, speaking, reading, writing, and cultural competence. Five meetings per week.

*Fall Semester. Amherst College*

**Russian and Eurasian Studies 251f. Advanced Studies in Russian**
This course aims at expansion of students’ vocabulary and improvement of both writing and speaking skills. The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts including short stories, films, and articles. Course Notes: Prerequisite: Russian and Eurasian Studies 202

*Fall Semester. Mount Holyoke College*

**Russian 102. First-Year Russian II**
Continuation of RUSS 101.
Requisite: RUSS 101 or equivalent

*Spring Semester. Amherst College*

**TBA**

*Spring Semester. Mount Holyoke College*

*Sergey Glebov, Assistant Professor of History (at the Smith [Home Campus] and Amherst colleges in the Five College Program).*

**History 247. Aspects of Russian History: Affirmative Action Empire—Soviet Experiences of Managing Diversity**
How the Communist rulers of the Soviet Union and Stalin in particular, mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing, and supporting new national and social identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education, and Stalin’s Terror. How World War II and post-war reconstruction became formative experiences for today’s post-Soviet nations.

*Fall Semester. Smith College*

**History 236/European Studies 238. Soviet Union During the Cold War**
The Cold War indelibly shaped the second half of the twentieth century. Spies seemed ubiquitous; nuclear annihilation imminent. Films such as *Red October* and the *James Bond* series forged a Western image of the Soviet Union. But how were these decades experienced behind the Iron Curtain? This class explores Soviet history between the end of World War II and the collapse of the USSR. We will study the roots of the Cold War; the politics of de-Stalinization in the USSR; the unfolding of Soviet influence in Eastern Europe; and Soviet relations with the West, China, and the developing world. We will also explore the internal dynamics of Soviet society: the rise of the Soviet middle class, consumerism, tourism, the entertainment industry, demographic trends, education, and public health. Two class meetings per week.

*Fall Semester. Amherst College*
History 239. Imperial Russia, 1650–1917
The emergence, expansion, and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats.
Spring Semester. Smith College

History 439/European Studies 339. Defining the Modern: Russia between Tsars and Communists
The course will explore a most intense and fascinating period in Russian history: the years 1890–1910. This period witnessed rapid urbanization and industrialization; the rise of professional and mass politics; first instances of modern terrorism and an intensification of nationalist struggles; imperialist ventures in Central Asia, Manchuria, and Korea; several revolutions and wars; and, above all, an unprecedented efflorescence of modernist culture in the late Russian Empire which was readily exported to and consumed in Europe. We will analyze these developments through a range of sources, including resources found at the Mead Art Museum. In addition to acquainting students with major developments in turn-of-the-century Russian Empire, the class will address contemporary scholarly debates that focus on concepts such as “modernity,” “self,” “discipline,” “knowledge,” “civil society,” and “nationalism.” Students will be required to complete an independent research paper. Two class meetings per week.
Spring Semester. Amherst College

Gender Studies 201. Methods and Practices in Feminist Scholarship
How do scholars produce knowledge? What can we learn from differences and similarities in the research process of a novelist, a biologist, an historian, a sociologist, and a film critic? Who decides what counts as knowledge? We will examine a range of methods from the humanities, social sciences, and natural sciences, including visual analysis, archival exploration, interviewing, and ethnography, as we consider the specific advantages (and potential limitations) of diverse disciplinary approaches for feminist inquiry. We will take up numerous practical questions as well as larger methodological and ethical debates. This course provides a foundation for advanced work in the major. Prerequisite: Gndst-101 and 4 credits from a natural or physical science course with lab.
Spring Semester. Mount Holyoke College

Women’s Studies
Angela Willey, Assistant Professor of Women’s Studies (at the University of Massachusetts in the Five College program).

Critical Social Inquiry 205. Feminist Science Studies
This course introduces students to theories and methodologies in the interdisciplinary field of feminist science studies. Through collaborative faculty-student research projects, we will engage key conversations in the field. Specific areas of investigation include scientific cultures, science and the law, animal models, and science in the media and popular culture. While working on project-specific questions students will continuously engage larger questions such as: What kinds of knowledge count as “science?” What is objectivity? How do cultural assumptions shape scientific knowledge production in this and other historical periods? What is the relationship between “the body” and scientific data? Is feminist science possible?
Fall Semester. Hampshire College
Five College Certificate in African Studies

The Five College African Studies Certificate Program allows students on each of the five campuses to develop a concentration of study devoted to Africa that complements any major. The certificate course of study is based on six courses on Africa to be selected with the guidance and approval of an African studies certificate program adviser.

Requirements

A. Six courses, chosen from at least four different disciplines or programs: (Each course should carry at least three semester credits and its content should be at least 50 percent devoted to Africa per se)

1. History. Minimum of one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective);
2. Social Science. Minimum of one course on Africa in the social sciences (i.e., Anthropology, Economics, Geography, Political Science, Sociology);
3. Arts and Humanities. Minimum of one course on Africa in the fine arts and humanities (i.e., Art, Folklore, History, Literature, Music, Philosophy, Religion).

B. Language Requirement: Proficiency through the level of the second year in college, in an indigenous or colonial language of Africa other than English. This requirement may be met by examination or course work; such language courses may not count 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.

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
Caroline Melly, Department of Anthropology
Katwiwa Mule, Program in Comparative Literature
Louis Wilson, Department of Afro-American Studies
Mission Statement

The Five College Asian/Pacific/American Studies Certificate Program enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival, and community-based resources, the Five College program in Asian/Pacific/American Studies encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

Requirements

A. **A minimum of seven courses**, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisers.)

1. **One foundation course.** Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific Americans. Attention will be paid to interrogating the term Asian/Pacific American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.

2. **At least five elective courses.** Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)
   
   a) **Expressions.** These courses are largely devoted to the study of APA cultural expression in its many forms.
   
   b) **U.S. Intersections.** These courses are dedicated substantially to the study of Asian/Pacific Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
   
   c) **Global Intersections.** These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific Americans.

3. **Special Project.** Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g. community-based learning project, action-research, internship, performing or fine arts project, etc.). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program adviser. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students’ plans for completing the requirement should be approved by a campus program adviser in the previous semester.
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  
_Bill E. Peterson_, Department of Psychology
Because Buddhist Studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley.

Each student pursuing the Buddhist Studies certificate will choose, in consultation with the Buddhist Studies adviser at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist Studies courses listed 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.

**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 Mount Holyoke, Smith, or UMass; comparable upper-level courses at Amherst).

2. Students must take at least one course in three different disciplines of Buddhist Studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).

3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th-21st Century), and they must study Buddhism in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West.

4. Up to two canonical or appropriate colloquial Asian language courses may count towards the certificate.

5. Students must receive a grade of at least “B” in each course counting towards the certificate.

6. Courses must be of three credit-hours or more to count towards the certificate.

7. Courses taken abroad or outside the Five Colleges may count towards the certificate only if they would be approved for credit towards the major in the appropriate department of the student’s home institution.

8. Exceptions to these requirements by petition.

**Interested students should contact the faculty coordinator at their campus to enroll in the program:**

- Amherst — Maria Heim, mheim@amherst.edu
- Hampshire — Ryan Joo, bsjHA@hampshire.edu
- Mount Holyoke — Susanne Mrozik, smrozik@mtholyoke.edu
- Smith — Jamie Hubbard, jhubbard@smith.edu
- University of Massachusetts — Reiko Sono, rsono@asianlan.umass.edu
Five College Coastal and Marine Sciences Certificate Program

**Contact:** Cindy Bright, Program Coordinator  
**Office:** 110A Bass Hall, Smith College  
**Phone:** (413) 585-3799  
**Email:** marinesci@smith.edu  
**Web site:** www.fivecolleges.edu/sites/marine

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, Williams-Mystic, Marine Biological Laboratory, Duke Marine Lab, and others).

Some of these courses must include 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. This requirement may be met by participating in one of several Five College Coastal & Marine Sciences funded internships offered each year at Woods Hole and other research facilities.

Students interested in working toward the certificate select a faculty advisor who reviews and approves the program of study proposed by the student to ensure a strong concentration in marine sciences, as well as the necessary field experience. Advisers at Smith College are Paulette Peckol (Biology), Sara Pruss (Geology), and L. David Smith (Biology).

### Requirements

A minimum of six courses, with at least one course in each of the following categories:

- Marine biodiversity
- Marine and coastal ecology
- Marine geology, chemistry, and other related sciences
- Resource management and public policy

a. At least three of the courses must be above the introductory level. These three upper level courses must be in at least two of the course categories (marine biodiversity; marine and coastal ecology; marine geology, chemistry and other related sciences; and resource management and public policy).

b. At least one of the following marine courses is required. An introductory course in marine science is strongly recommended, either through Five Colleges or an approved study-away program. (Introductory courses are indicated with *):

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*GEOL 103  Oceanography                      Mt. Holyoke College
*GEO 108  Oceanography                      Smith College
*BIO 268  Marine Ecology                     Smith College
GEO 270J-term Carb. Systems/Coral Reefs     Smith College
BIO 390  Ecology of Coral Reefs              Smith College
*GEO-SCI 103 Intro. Oceanography            UMass
BIOLOGY 297B Biology of Marine Verts.        UMass
GEO-SCI 392B Coastal Resource Policy        UMass
GEO-SCI 591M Marine Micropaleontology       UMass
GEO-SCI 591P Paleoeceanography              UMass
GEO-SCI 595D Physical Oceanography          UMass
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c. Each student must show competency in field studies by either completing a course with a field component or by participating in a marine-related internship or an approved intensive Five College field course or approved semester-away program.

d. Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the Certificate requirements.

Completion of an independent, marine-related research project through an internship, thesis, independent study, or other activity acceptable to their home campus adviser.

### Application and Transcripts

The campus program adviser submits the completed application and transcript to the FCC&MS steering committee (January graduation deadline: October 15th; May graduation deadline: April 15th). 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 at 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 advisors on each campus, students choose a sequence of courses available within the five campuses, and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

I. Overview 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/index.php
Five College Certificate in Ethnomusicology

Advisors: Members of the Five College Ethnomusicology Committee

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements

To obtain a Five College certificate in ethnomusicology, students must successfully complete a total of seven courses distributed as indicated in the following four categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements.

1. Area Studies or Topics courses: at least two courses
2. Methodology: at least two courses
3. Performance: at least one course
4. Electives: negotiated in consultation with the student’s ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as African Studies, American Studies, Asian Studies, or Middle East Studies; or others related to a particular student’s ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study abroad or domestic exchange experience, in depth study of a single musical tradition, or comparative studies of several musical traditions.

List of Courses and Ensembles

Will be posted and updated on our Web site: www.fivecolleges.edu/sites/ethnomusicology.
Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The 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 list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students must complete the required courses with a grade of B or better (no pass/fail options) to receive the certificate.

Smith College advisers: Mlada Bukovansky, Brent Durbin, Gregory White
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.

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 54
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 advisor (Alexander George, Philosophy; Dan Velleman, Mathematics).

Complete list of logic courses

**Introductory symbolic logic courses**
Smith, Logic 100, Logic 101, Philosophy 202
Amherst, Philosophy 13
UMass, Philosophy 110

**Critical thinking courses**
UMass, Philosophy 192R
Mount Holyoke, Philosophy 210

**Introductory symbolic logic for mathematics students**
Amherst, Math 34
UMass, Philosophy 513, 514
Mount Holyoke, Philosophy 225

**Incompleteness**
Smith, Philosophy 220
Amherst, Math 54
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.
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 Eastern Studies, which includes the program advisers from each campus. Students intending to earn the certificate should meet with their campus adviser during their first or second years of study. In addition to exploring the range of courses offered at the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student’s adviser. Courses from outside the Five Colleges will be counted toward the certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the Certificate.

Requirements

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian. Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Arabic (ARA 100y Elementary Arabic, ARA 200 Intermediate Arabic) and Modern Hebrew (JUD 100y Elementary Modern Hebrew, JUD 200 Intermediate Modern Hebrew) are taught at Smith; advanced Arabic is taught yearly at one of the Five Colleges; advanced modern Hebrew is taught yearly at UMass. In consultation with an adviser, other languages of the region may be substituted.

2. Two introductory courses providing a historical overview of the medieval and modern periods.

3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.
   - Group one: Religion/Philosophy
   - Group two: History/Literature/Arts
   - Group three: Social Sciences
   - Group four: Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (www.fivecolleges.edu). Courses not listed, whether taken at one of the five colleges or elsewhere, must be approved by the Committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East Studies. Any of the following faculty members of the Program in Middle East Studies at Smith College may serve as your adviser: Joshua Birk (Jewish Studies), Donna Robinson Divine (Government), Suleiman Mourad (Religion), Nadya Shaiti (History), 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 advisor from her or his campus.

A. One foundation course. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native Studies theories, pedagogies and methodologies. For a list of foundation courses offered in the current academic year, please consult a program adviser or go to the program’s Web site (www.fivecolleges.edu/sites/natam).

B. At least six additional courses. For a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate go to the Program’s website (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 seven courses to receive a Certificate.

Smith College Adviser
Ginetta Candelario, Department of Sociology
Five College Queer and Sexuality Studies Certificate Program

Advisors: Members of the Five College Queer and Sexuality Studies Steering Committee

The Certificate Program in Queer and Sexuality Studies will provide an intellectual framework for the critical inquiry into issues related to diverse sexual and gender identities and expressions in a wide range of historical and geo-political contexts.

Requirements

To obtain a Five College certificate in Queer and Sexuality Studies, students must successfully complete a total of seven courses, including one introductory course, at least one cross-cultural course, and five other courses. These five courses must include at least two courses in the Humanities and two courses in the Social Sciences, and at least one of the five courses must be an upper-level (300 or above) course.

List of Courses

Courses applicable towards the certificate are posted on our Web site: https://www.fivecolleges.edu/queerstudies/certificate/.

In addition to the courses listed on the Web site, other classes may be accepted at the discretion of the Five College Queer and Sexuality Studies Steering Committee.
Five College Certificate in Russian, East European and Eurasian Studies

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.

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 advisor.)

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.

Electives

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 advisor to the program.

Students who wish to apply for the certificate can download the application form below and submit it to on-campus advisors.

Smith College Adviser: Vera Shevzov, Department of Religion
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 is comprised of 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.

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

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
The Athletic Program

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

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Carla Coffey, M.A., Senior Coach of Track and Field
Christine Davis, M.S., Senior Coach of Tennis
Karen Klinger, M.S., Senior Coach of Crew
Suzanne Payne, M.Ed., Senior Coach of Equestrian

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

Sports Medicine Staff
Deb Coutu, M.S., Athletic Trainer
Kelli Steele, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational, and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 250. 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 2012–13, the college will field the following intercollegiate teams:

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

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

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

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

Lacrosse. Season: September 15–Oct 15 and February–May. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., Jen Nardi
Equestrian. Season: September—November, February—May. Practice hours: To be arranged, Suzanne Payne

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

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

Squash. Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Tim Bacon

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

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

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

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

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, spinning, and yoga. The 34 houses vie with friendly rivalry in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon, and Midnight Madness. Intramurals are sponsored in soccer, basketball, dodge ball, and kickball. The club sports are a group of independent clubs under the guidance of the assistant athletic director, Bonnie May. 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 15 clubs: Alpine Skiing, Badminton, Cycling, Fencing, Futsal, Ice Hockey, Kung Fu, Outing, Quidditch, Riding (dressage), Rugby, Spirit Squad, Synchronized Swimming, Taekwondo, and Ultimate Frisbee.
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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 adviser for equity complaints, College Hall 103, (413) 585-2141, or visit www.smith.edu/diversity.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The college is required by law to publish an annual report with 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 report are available from Campus Police, 126 West Street, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to the director of Campus Police at (413) 585-2491.

SMITH COLLEGE CATALOGUE

September 2012


All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

The course listings on pp. 69–480 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.

Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

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§ Reserved for activities and events.
‡ 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.

4:50 p.m.

Smith College
Northampton, Massachusetts 01063
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