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.

SMITH COLLEGE CATALOGUE

September 2014

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The course listings on pp. 72–334 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalog.

2014–15 Class Schedule

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

Normally, each course is scheduled to fit into one set of lettered blocks in this time grid. Most meet two or three times a week on alternate days.

Although you must know how to read the course schedule, do not let it shape your program initially. In September, you should first choose a range of courses, and then see how they can fit together. Student and faculty advisers will help you.

‡ 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.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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</tr>
</tbody>
</table>
How to Get to Smith
Inquiries and Visits
Academic Calendar
The Mission of Smith College
History of Smith College
The William Allan Neilson Chair of Research
The Ruth and Clarence Kennedy Professorship in Renaissance Studies
The Academic Program
Smith: A Liberal Arts College
The Curriculum
The Major
The Minor
Concentrations
Student-Designed Interdepartmental Majors and Minors
Five College Certificate Programs
Advising
Academic Honor System
Special Programs
Accelerated Course Program
The Ada Comstock Scholars Program
Community Auditing: Nonmatriculated Students
Five College Interchange
Departmental Honors Program
Independent Study Projects/Internships
Smith Scholars Program
Study Abroad Programs
Smith College Study Abroad Programs
Smith Consortial and Approved Study Abroad
Off-Campus Study Programs in the U.S.
The Campus and Campus Life
Facilities
Student Residence Houses
Athletics Program
Intercollegiate Athletics
Recreation and Club Sports
Career Development
Health Services
Religious Expression
The Student Body
Summary of Enrollment
Geographical Distribution of Students by Residence
Majors
Recognition for Academic Achievement
Prizes and Awards
Fellowships
Fees, Expenses and Financial Aid
Your Student Account
Fees
Institutional Refund Policy
Contractual Limitations
Payment Plans and Loan Options
Financial Aid
Admission
Secondary School Preparation
Entrance Tests
Applying for Admission
Advanced Placement
International Baccalaureate
Interview
Deferred Entrance
Deferred Entrance for Medical Reasons
Transfer Admission
International Students
Visiting Year Programs
Readmission
Ada Comstock Scholars Program
Academic Rules and Procedures
Requirements for the Degree
Academic Credit
Academic Standing
The Age of Majority
Leaves, Withdrawal and Readmission
Graduate and Special Programs
Admission
Residence Requirements
Leaves of Absence
Degree Programs
Nondegree Studies
Housing and Health Services
Finances
Financial Assistance
Changes in Course Registration
Policy Regarding Completion of Required Course Work
Directory
The Board of Trustees
Faculty
Administration
Alumnae Association
Standing Committees
Courses of Study
Deciphering Course Listings
African Studies
Afro-American Studies
American Studies
Ancient Studies
Anthropology
Archaeology
Archives Concentration
Art
Arts and Technology
Astronomy
Biochemistry
Biological Sciences
Biomathematical Sciences
Book Studies Concentration
Buddhist Studies
Chemistry
Classical Languages and Literatures
Community Engagement and Social Change Concentration
Comparative Literature
Computer Science
Dance

2

Contents
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. 5, 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. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, email or appointment.

Admission

Audrey Smith, 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; email: sfs@smith.edu

Academic Standing

Donna Lisker, Dean of the College and Vice President for Campus Life; College Hall, 413-585-4900
Jane Stangl, Dean of the First-Year Class; College Hall, 413-585-4910
Calvin McFadden, Dean of the Sophomore Class and Ada Comstock Scholars; College Hall, 413-585-4930
Frazer D. Ward, Ph.D. Dean of the Junior Class, 413-585-4930
Margaret Bruzelius, Associate Dean of the College and Dean of the Senior Class; College Hall, 413-585-4920

Alumnae Association

Jennifer Chrisler, Vice President for Alumnae Relations and Executive Director of the Alumnae Association; Alumnae House, 413-585-2020

Career Planning and Alumnae References

Stacie Hagenbaugh, Director of the Lazarus Center for Career Development; Drew Hall, 413-585-2570

College Relations

Laurie Fenlason, Vice President for Public Affairs and Strategic Initiatives; Garrison Hall, 413-585-2170

Development

Beth Raffeld, Vice President for Development; Alumnae House, 413-585-2020

Disability Services

Laura Rauscher, Director of Disability Services; College Hall, 413-585-2071

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; Schacht Center for Health and Wellness, 413-585-2800

Religious and Spiritual Life

Jennifer Walters, Dean of Religious Life; Helen Hills Hills Chapel, 413-585-2750

School for Social Work

Marianne Yoshioka, 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

How to Get to Smith

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.

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.

For maps and directions, please visit our website, www.smith.edu/map.
Academic Calendar 2014–15

Fall Semester 2014

Thursday, August 28, and Friday, August 29
Central check-in for entering students

Friday, August 29–Wednesday, September 3
Orientation for entering students

Wednesday, September 3, 7 p.m.
Opening Convocation

Thursday, September 4, 8 a.m.
Classes begin

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

Saturday, October 11–Tuesday, October 14
Autumn recess

Friday, October 24–Sunday, October 26
Family Weekend

Thursday, November 6
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 10–Friday, November 21
Advising and course registration for the second semester

Wednesday, November 26–Sunday, November 30
Thanksgiving recess (Houses close at 10 a.m. on November 26 and open at 1 p.m. on November 30.)

Thursday, December 11
Last day of classes

Friday, December 12–Monday, December 15
Pre-examination study period

Tuesday, December 16–Friday, December 19
Examinations

Saturday, December 20–Saturday, January 3
Winter recess (Houses and Friedman apartments close at 10 a.m. on December 20 and open at 1 p.m. on January 3.)

Interterm 2015

Monday, January 5–Friday, January 23

Spring Semester 2015

Thursday, January 22–Saturday, January 24
Orientation for entering students

Monday, January 26, 8 a.m.
Classes begin

Wednesday, February 18
Rally Day—All classes are canceled.

Saturday, March 14–Sunday, March 22
Spring recess (Houses close at 10 a.m. on March 14 and open at 1 p.m. on March 22.)

Monday, April 6–Friday, April 17
Advising and course registration for the first semester of 2015–16

Friday, May 1
Last day of classes

Saturday, May 2–Monday, May 4
Pre-examination study period

Tuesday, May 5–Friday, May 8
Final examinations

Saturday, May 9
Houses close for all students except ’15 graduates, Commencement workers and those with Five College finals.

Sunday, May 17
Commencement

Monday, May 18
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 19th 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, domi-
reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt’s chateau gates is now emblematic of the college.

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

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

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

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

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

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

for the Smith degree would detract from the founding purpose of the college—to provide the best possible education for women.

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

When Mary Maps 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 was 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 came 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 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 became notably more diverse and international, reflecting a commitment to educating students who are prepared to assume leadership roles around the world. Christ 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 Posse Foundation, along with innovative programs like the Women in Public Service Project, bring the world to Smith and Smith to the world, underscoring in profound ways the value of educating women for leadership. In one of her first addresses to the Smith community, McCartney celebrated the college’s long tradition of providing access to a Smith education to any talented and ambitious young woman who seeks it. “We must remain committed to recruiting and supporting students regardless of the resources their secondary schools could offer; regardless of their family’s circumstances; and regardless of society’s low expectations for some,” she said. “Education for women and girls is the human rights issue of our time.”

Smith continues to benefit from a dynamic relationship between innovation and tradition. The college is very much a part of Northampton, a vibrant cultural center. 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, archives, global financial institutions, community engagement and social change. 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.

Accreditation

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.
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., Litt.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 Mitranu, 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., I.L.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
Dienes 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
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
Christine Holmlund, Ph.D.; Film Studies, second semester, 2013–14
Sahar Amer, Ph.D.; French Studies, second semester, 2014–15
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 Kuhler, 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
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
Helen Hills, Ph.D.; Art, first semester, 2014–15
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. Students who complete a course in each area will receive Liberal Arts Commendation and this will be noted on their transcripts.

The Curriculum

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

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

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

Curricular Expectations and Requirements

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

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

1. Develop the ability to think critically and analytically and to convey knowledge and understanding, which require writing clearly
   • speaking articulately
   • reading closely
   • evaluating and presenting evidence accurately
   • knowing and using quantitative skills
   • applying scientific reasoning
   • engaging with artistic creation and expression
   • working both independently and collaboratively
2. Develop a historical and comparative perspective, which requires learning foreign languages
   • studying the historical development of societies, cultures and philosophies
   • understanding multi- and inter-disciplinary approaches
3. Become an informed global citizen, which requires
   • engaging with communities beyond Smith
   • learning tolerance and understanding diversity
   • applying moral reasoning to ethical problems
   • understanding environmental challenges

The Writing Requirement

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

Social Justice Courses

Social justice courses ask students to reflect on the ways different communities (historical and contemporary) have defined a just society. Through coursework students will address one or more of the following areas in order to develop an analytical, critical understanding of societies in the past and the societies they live in:

• How have different historical, contemporary, cultural and environmental contexts shaped questions about a just society?
• What groups historically or in the contemporary world have not participated fully in society? How and why are certain groups privileged or disadvantaged regarding access to power, social goods and/or decision-making?
• How have individuals or groups addressed policies or practices that they think cause injustice?

The full list of social justice courses is available on the Provost/Dean of the Faculty website at http://www.smith.edu/deanoffaculty/socialjusticecourses.php.

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
- Economics
- Education and Child Study
- Engineering
- English Language and Literature
- French Studies
- Geography
- German Studies
- Government
- History
- Italian Language and Literature
- Italian Studies
- Mathematics and Statistics
- Music
- Philosophy
- Physics
- Psychology
- Religion
- Sociology
- Spanish and Portuguese
- Theatre

Interdepartmental majors are offered in the following areas:

- American Studies
- Biochemistry
- Comparative Literature
- East Asian Studies
- Environmental Science and Policy
- Film Studies
- Jewish Studies

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. The guidelines for proposed student-designed interdepartmental majors are available in the class deans’ office, College Hall.

Students in departmental majors or in student-designed interdepartmental majors may enter the honors program.

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. No more than two courses may be counted for both the major and the minor.
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 program a design 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 co-curricular focus on the region of South Asia; the Sustainable Food and Climate Change concentrations connect students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrate 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.

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 advising week of the second semester of the junior year. The deadlines for submission of proposals are November 15 and April 15. Proposals for minors may be submitted 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.

Advising

Liberal Arts 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 liberal arts 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 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 the Engineering About section.

Prebusiness Advising
Students who are interested in pursuing a graduate program in business should consult with the Lazarus Center for Career Development, 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 Lazarus Center for Career Development 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 110 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 Lazarus Center for Career Development handout on “Law School,” and bring their questions to the prelaw adviser (Daryl Gehman, in Drew Hall).

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 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 on-campus project is eight credits. The maximum that may be granted for an off-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 for 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 programs in Florence, Hamburg, Geneva and Paris, an online program application must be filed by February 2 in the Office for International Study. For all other study-abroad programs, students must submit an online study-abroad credit application by February 16 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 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 or advise 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 2. Applications for spring semester programs in Hamburg and Geneva are accepted on a rolling admission basis beginning February 2 with final deadlines of May 4 for Geneva and October 19 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 es-
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 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 two tracks:

A. Geneva International Internship Semester.

Intern at an international organization 3–4 days per week, study French, take the core Humanitarianism course at the Smith Center, and enroll in one university course. One year of college-level French required for fall. For spring, at least one semester of college-level French is required prior to the start of the program.

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 spring or academic year. Requires 3.0 GPA. Two years of college-level French required for the full year. One year of college-level French required for spring.

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 current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year, the students are fully matriculated at the Universität Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials 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.

Paris

The program in France begins with a two-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; political science at Institut d’Études Politiques; and architecture at L’École Normale Supérieure d’Architecture–Val de Seine. 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.

New: Les Sciences à Paris program option beginning in 2014–15:

Les Sciences à Paris is a yearlong program in Paris designed explicitly to support students in the sciences, mathematics and engineering. Coursework, research opportunities, and tutoring are combined into a customized curriculum enabling science students to experience the rich scientific traditions of France, acquire competence in French, and experience the practice of science in an international context. Students with at least one year of college-level French or equivalent are invited to apply.

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 semester or 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 Córdoba (PRESCHO)

Smith is one of three sponsors of the semester or yearlong program in Córdoba, 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 semester or year-long program located in the ancient city Madurai, in the state of Tamil Nadu, South India. Interested students should consult the Office for International Study.

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 in the Government major. 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 work with some of the finest collections of materials relating to the development of culture in America. The program is described in detail under the American Studies major and their website.

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.

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.

Additional information and application forms are available in the class deans’ office and on the class deans’ website.

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 students 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.
The Campus and Campus Life

Introduction

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.

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’ website (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 45,000 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)

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<tr>
<th>Day</th>
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<tr>
<td>Monday–Thursday</td>
<td>7:30 a.m.–1 a.m.</td>
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<tr>
<td>Friday</td>
<td>7:30 a.m.–9 p.m.</td>
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<tr>
<td>Saturday</td>
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<tr>
<td>Sunday</td>
<td>10 a.m.–1 a.m.</td>
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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 165,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet.

Young Science Library hours (Academic Year)

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<th>Day</th>
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<tr>
<td>Monday–Thursday</td>
<td>7:45 a.m.–midnight</td>
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<tr>
<td>Friday</td>
<td>7:45 a.m.–11 p.m.</td>
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<tr>
<td>Saturday</td>
<td>10 a.m.–11 p.m.</td>
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<tr>
<td>Sunday</td>
<td>10 a.m.–midnight</td>
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Hours vary during reading and exam periods, intersession, summer, vacations and holidays.
Botanic Garden

The Botanic Garden serves as a living museum of plants native to New England and areas around the globe. Our goals are education, research, display and conservation. The garden encompasses the 12,000 square foot Lyman Conservatory, the Church Exhibition Gallery, the Campus Arboretum as part of the historic Olmsted landscape, and a variety of specialty gardens, including the Rock Garden, Systematics Garden, Mary Maples Dunn Hillside Garden and Capen Garden. The collections consist of 1,200 taxa of woody trees and shrubs, 2,200 taxa of hardy herbaceous plants, 3,200 taxa of tender herbaceous and woody plants in the Lyman Conservatory for a total of 6,600 taxa, with approximately 9,000 plants on campus.

Lyman Plant House and Conservatory hours
8:30 a.m.–4 p.m. daily
Spring Bulb Show
First two weeks in March
Fall Chrysanthemum Show
First two weeks in November
For detailed information about hours and events, visit our website at www.smith.edu/garden.

Campus Arboretum and Specialty Garden hours
Dawn to dusk

Brown Fine Arts Center

The Brown Fine Arts Center houses Smith’s Museum of Art, art department and art library. Hillyer Hall, home of 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 125,000 volumes, 180 current periodicals and a broad range of bibliographic databases and full-text digital resources. The art library facilities provide a variety of spaces for individual and group study with power and data connectivity available at all seats.

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.

Smith College Museum of Art

Considered one of the finest college art museums in the country, the museum of art is known for its distinguished permanent collection of more than 20,000 objects, including modern painting and sculpture, American and western European masterworks, antiquities and works on paper. Special exhibitions reflect the growing diversity of the collection and support the global curriculum of the college.

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 T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 106,000 books and scores, 5,000 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 display of fine letterpress broadsides of poems by visiting poets with original illustrations by Barry Moser. 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 and Sustainability; and the Lewis 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 Alumniae 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 smartphones and tablets.

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.

Jacobson Center for Writing, Teaching and Learning

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

Academic coaching and workshops on time management and study skills are available to reinforce learning strategies. The tutorial program provides help by matching students with peer tutors in the languages and all other non-quantitative subjects. In addition, the center sponsors the Working Writers series on popular nonfiction, interterm courses on popular nonfiction, and interterm workshops on good writing. These services are free and well utilized by Smith students, ranging from the first-year student in an introductory course to the senior completing an honors thesis.

Lastly, for faculty, the center offers pedagogical resources and workshops on the teaching of writing as well as the opportunity to receive confidential mid-semester feedback from students while courses are still in progress via our Mid-Semester Assessment (MSA) program. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter.

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 the social sciences.

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 general quantitative tutors (Q-tutors) hold drop-in hours during the day, and the quantitative skills counselor is available for appointments. The Spinelli Center employs students as master tutors in chemistry, economics, engineering, physics and statistics in the social sciences (government, psychology, sociology). The statistics counselor is available to support most of the statistics courses on campus, including all of the introductory courses, and to support seminars, projects and senior theses. 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 enclosed 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 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium, Olin Fitness Center, and Indoor Track and Tennis Facility

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<th>Days</th>
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<tr>
<td>Monday–Thursday</td>
<td>6 a.m.–9 p.m.</td>
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<tr>
<td>Friday</td>
<td>6 a.m.–7 p.m.</td>
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<tr>
<td>Saturday–Sunday</td>
<td>9 a.m.–5 p.m.</td>
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Campus Center
The Campus Center is the center of community at the college, providing services, programs and conveniences for all members of the Smith 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 post office and a café are all housed in the center.

Campus Center Hours
- Monday–Thursday: 7 a.m.–midnight
- Friday: 7 a.m.–2 a.m.
- Saturday: 9 a.m.–2 a.m.
- Sunday: 9 a.m.–midnight

Student Residence Houses
Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 36 residence buildings with capacities of 12 to 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.

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

Directors
- Lynn Oberbillig, M.B.A., Director of Athletics
- Bonnie S. May, M.S., Associate Director of Athletics
- Theresa E. Collins, M.S., Assistant Director of Athletics for Facilities and Recreation

Senior Coaches
- Kim G. Bierwert, B.S., Senior Coach of Swimming and Diving
- Carla M. Coffey, M.A., Senior Coach of Track and Field
- Christine J. Davis, M.S., Senior Coach of Tennis
- Karen Carpenter Klinger, M.S., Senior Coach of Crew
- Suzanne Gray Payne, M.Ed., Senior Coach of Equestrian

Coaches
- Timothy J. Bacon, M.A., Coach of Squash
- Jaime L. Ginsberg, M.S., Coach of Field Hockey
- Lynn M. Hersey, M.S., Coach of Basketball
- Jen Nardi, M.S., Coach of Lacrosse
- Mark Platts, M.B.A., Coach of Soccer

Sports Medicine Staff
- Deb Couttu, 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. 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.

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 2014–15, the college will field the following intercollegiate teams:

Basketball. Season: October 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–October 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., Mark Platts

Softball. Season: February–May and September 15–October 15. Practice hours: M T W Th F 4–6 p.m., F 3:30–5:30 p.m., Kelly O'Connell

Squash. Season: October–March. Practice hours: M T W Th F 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 6–7 p.m., F 3:30–5:30 p.m., Carla Coffey

Track and Field. Season: November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M W 6–8 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 6–7 p.m., F 3:30–5:30 p.m., Fran Vandermeer

Recreation and Club Sports

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, dodgeball, and kickball. The club sports are a group of independent clubs under the guidance of the associate 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 14 clubs: Alpine Skiing, Archery, Badminton, Fencing, Futsal, Ice Hockey, Kung Fu, Outing, Quidditch, Riding (dressage), Rugby, Spirit Squad, Synchronized Swimming, and Ultimate Frisbee.

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 website at www.smith.edu/athletics/clubsports/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, résumé 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 website 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 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 of up to $3,500. 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. 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 Nancy and Henry Schacht Center for Health and Wellness, 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 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 full 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 Study 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 Center for 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 Christmas, 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 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Class of 2017</th>
<th>Ada Cornstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northampton area*</td>
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<td>499</td>
<td>654</td>
<td>648</td>
<td>72</td>
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<td>Not in residence</td>
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<td>180</td>
<td>13</td>
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<td>208</td>
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Five College course enrollments at Smith:
- First semester: 483
- Second semester: 558

Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In residence</td>
<td>73</td>
<td>12</td>
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Smith students studying in off-campus programs

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<thead>
<tr>
<th></th>
<th>Florence</th>
<th>Geneva</th>
<th>Hamburg</th>
<th>Paris</th>
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<tbody>
<tr>
<td>Smith Students</td>
<td>14</td>
<td>12</td>
<td>8</td>
<td>19</td>
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<tr>
<td>guest students</td>
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*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 2007 was 86 percent by May 2013. (The period covered is equal to 150 percent of the normal time for graduation.)
### Geographical Distribution of Students by Residence

<table>
<thead>
<tr>
<th>United States</th>
<th>Foreign Countries</th>
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<tbody>
<tr>
<td>Alabama</td>
<td>Afghanistan</td>
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<td>Alaska</td>
<td>Albania</td>
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<td>Bolivia</td>
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<tr>
<td>Colorado</td>
<td>Bosnia-Herzegovina</td>
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<tr>
<td>Connecticut</td>
<td>Botswana</td>
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<tr>
<td>Delaware</td>
<td>Brazil</td>
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<tr>
<td>District of Columbia</td>
<td>Bulgaria</td>
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<tr>
<td>Florida</td>
<td>Canada</td>
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<tr>
<td>Georgia</td>
<td>Ecuador</td>
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<tr>
<td>Guam</td>
<td>El Salvador</td>
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<tr>
<td>Hawaii</td>
<td>France</td>
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<tr>
<td>Idaho</td>
<td>Georgia</td>
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<tr>
<td>Illinois</td>
<td>Germany</td>
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<td>Indiana</td>
<td>Greece</td>
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<td>Iowa</td>
<td>Hungary</td>
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<tr>
<td>Kansas</td>
<td>Ireland</td>
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<tr>
<td>Kentucky</td>
<td>Israel</td>
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<td>Louisiana</td>
<td>Italy</td>
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<td>Maine</td>
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<td>Maryland</td>
<td>Japan</td>
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<td>Massachusetts*</td>
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<td>Pakistan</td>
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<td>Panama</td>
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<td>Philippines</td>
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<td>Tennessee</td>
<td>Republic of Korea (South)</td>
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<tr>
<td>Texas</td>
<td>Republic of Singapore</td>
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<tr>
<td>Utah</td>
<td>Russia</td>
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<tr>
<td>Vermont</td>
<td>Rwanda</td>
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<td>Virgin Islands</td>
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<td>Sri Lanka</td>
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<td>Wyoming</td>
<td>Switzerland</td>
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<td>Taiwan</td>
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<td></td>
<td>Thailand</td>
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<td>Trinidad and Tobago</td>
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<td></td>
<td>Tunisia</td>
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<tr>
<td></td>
<td>Turkey</td>
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<td></td>
<td>United Arab Emirates</td>
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<td></td>
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<tr>
<td></td>
<td>Vietnam</td>
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<tr>
<td></td>
<td>Yemen</td>
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<tr>
<td></td>
<td>Zambia</td>
</tr>
<tr>
<td></td>
<td>Zimbabwe</td>
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</table>

*This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.*
## Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Class of 2014 Seniors</th>
<th>Class of 2015 Honors</th>
<th>Ada Cornstock Scholars</th>
<th>Totals</th>
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<td>Art: Studio</td>
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<td>Art: Architecture &amp; Urbanism</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 Study 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 Study 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 (applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later). Course listings in this catalog indicate in curly brackets which area(s) of knowledge a given course covers.

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. 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 full-time 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. Study 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 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 Organic Chemistry to a chemistry major 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 Amy 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 Buerg er Prize to the students who have made the most notable contribution to the dramatic activities of the college.

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

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

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

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

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

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

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

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

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

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

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

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

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

The CRC Press Introductory Chemistry Achievement Award in introductory chemistry.

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

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

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

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

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

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

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 (1936–96)
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 Study 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 Montague Prize for the best essay on a literary subject concerning women
The Juliet Evans Nelson Award to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life
The Newman Association Prize for outstanding leadership, dedication and service to the Newman Association at Smith College
The Josephine Ott Prize, established in 1992 by former students and friends, to a Smith junior in Paris or Geneva for her commitment to the French language and European civilization
The Adelaide Wilcox Bull Paganelli ’30 Prize awarded by the physics department to honor the contribution of Adelaide Paganelli ’30, to a senior majoring in physics with a distinguished academic record
The Arthur Shattuck Parsons Memorial Prize to the student with the outstanding paper in sociological theory or its application
The Adeline Devor Penberthy Memorial Prize, established in 2002 by the Penberthy family, to an undergraduate engineering major for her academic excellence in engineering and outstanding contributions toward building a community of learners within the Picker Engineering Program
The Ann Kirsten Pokora Prize to a senior with a distinguished academic record in mathematics
The Sarah Winter Pokora Prize to a senior who has excelled in athletics and academics
The Meg Quigley Prize for the best paper in the Introduction to Women’s Studies course
The Judith Raskin Memorial Prize for the outstanding senior voice student
The Elizabeth Killian Roberts Prize for the best drawing by an undergraduate
The Mollie Rogers/Newman Association Prize to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures
The Rosenfeld Prize in Organic Chemistry for excellence in the first semester of organic chemistry
The Rousseau Prize for academic excellence is awarded annually to a Smith or non-Smith student studying with the Smith College Study 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. Selgid 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 S. Mona Ghosh Sinha Prize awarded by the South Asia Concentration for the best academic paper written by a Smith undergraduate on a subject that concerns South Asia

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 Subul Sunim Prize awarded for the best academic paper written by a Smith or Five-College undergraduate for a class taken at Smith on a subject in the field of Buddhist studies

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

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

The Tryon Prize to a Smith undergraduate (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 various fellowships.

The college supports at least eight graduate fellowships. 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. There are other prestigious fellowships for which students apply in earlier undergraduate years, some in conjunction with its Study Abroad Program. Several opportunities exist to learn foreign languages abroad over the summer or to teach English overseas before and after graduation.

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

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

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

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. Email 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.

All payments are due, monthly late payment fees, which are based on the outstanding balance remaining after any payment made date, will be assessed at the rate of $1.25 on every $100 (1.25 percent) that remains unpaid until the payment 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: 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 five to seven business days for mail and processing time. If paying in person, payment must 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 generally issued 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

2014–15 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>$22,225</td>
<td>$22,225</td>
<td>$44,450</td>
</tr>
<tr>
<td>Room and Board*</td>
<td>7,475</td>
<td>7,475</td>
<td>14,950</td>
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<tr>
<td>Student activities fee</td>
<td>137</td>
<td>137</td>
<td>274</td>
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<tr>
<td>Comprehensive fee</td>
<td>$29,837</td>
<td>$29,837</td>
<td>$59,674</td>
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</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 $1,390

Fees for Ada Comstock Scholars

Application fee $60*

Transmit Housing (per semester)
  Room only (weekend nights) $505
  Room and full meal plan (weekday nights) $1,055

Tuition per semester
  1–7 credits $1,390 (per credit)
  8–11 credits $11,120
  12–15 credits $16,680
  16 or more credits $22,225

*Waived if applying online.

Student Activities Fee

The $274 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.
2014—15 Optional Fees

Student Medical Insurance—$2,168
The $2,168 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 $1,293 for 2014–15.

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—$690 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 $650 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 $85

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: Study Abroad, 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, or has accepted 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.

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.

• Semester Plan
• Touch Net Payment Plan

Smith also honors parent and student loan options.

Details on loan options and payment plans can be found on the Web at www.smith.edu/sfs.

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 6 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/sfs.

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 CSS Profile and an official income statement or income tax return are required to determine financial and eligibility.

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. Traditional students (not Ada Comstock Scholars) 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.

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

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 students for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting students for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting students for consideration as an independent aid applicant. The 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-2s as well as their spouse or partner’s complete tax return and W-2s.

An Ada Comstock Scholar who does 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-2s as well as their spouse or partner’s complete tax return and W-2s.

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 CSS Profile, 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 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/sfs.)

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 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. If your parents are living and earning income outside the United States and do not file U.S. tax returns, you should submit translated tax or income statements.

U.S. 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 application for aid. The college expects students to follow published deadlines for applications, prior to admission, cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

International Students

International students seeking a financial aid award after they have accepted an offer of admission must consult with the Student Financial Services (SFS) to review the situation and discuss available options. The financial aid budget for international students is fixed at 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 might include, but is not limited to, the death of a parent, 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
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 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 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 email to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.

Veterans Benefits

Please see our website, www.smith.edu/sfs 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 48 states 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. Over 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.

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 Writing 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 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 website 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.

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 email 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 study 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 email to admission@smith.edu.

Readmission

See the Withdrawal and Readmission section.

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 required 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. Interviews can be conducted by phone. 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 approximately 48 transferable liberal arts credits before matriculation at Smith. The average number of transfer credits for an admitted student is 52. 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 email 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. 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 are also 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. A student on a Smith Study 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.

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 tenth week of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

All add and drop deadlines for half-semester courses are prorated according to the above schedule and are published online each semester at the registrar's office website.

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.

Students are asked to introduce guests to the instructor of a class before the beginning of the class if there is an opportunity and at the end if there is not.

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

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the acceptable format, exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a copy. It is the student’s responsibility to check that work submitted by email 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 website 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 websites 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 under the Five College Faculty Course Offerings in the Academic Programs section. 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 their continuing education, extension or other non-degree programs are not part of the Five College Interchange. Students may not receive transfer credit for such courses completed while in residence at Smith College, but may receive transfer 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 website.

## 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>GPA</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>4.0</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>3.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.4</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>satisfactory (C- or better)</td>
</tr>
<tr>
<td>U</td>
<td>unsatisfactory</td>
</tr>
<tr>
<td>X</td>
<td>official extension authorized by the class dean</td>
</tr>
<tr>
<td>M</td>
<td>unreported grade calculated as a failure</td>
</tr>
</tbody>
</table>

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

### Satisfactory/Unsatisfactory Option

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

1. the instructor approves the option;
2. the student declares the grading option for Smith courses by the end of the ninth week of classes. Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearelong courses designated by a "D" in the course number. In yearelong 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 yearelong 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. Both grades are recorded and are calculated in the student's grade point average. A student who wants to repeat a course she has 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 Study 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;
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 Ad Cornstock 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 pre-matriculation 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 requirements. The individual departments will determine what courses cover the same material.

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

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

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate and 13th year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results. Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin Honors. For students entering the college in September 2012 or later, a maximum of one semester (16 credits) of AP, IB, other diploma and pre-matriculation 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 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 Study 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 deans’ 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.

Required Medical Leave

The director or associate director of Health Services or the Evaluation Committee may require a student to take a medical leave when the student’s behavior or condition poses a serious concern, or appropriate and necessary treatment is not available at the college. Further information on the medical leave policy can be found at www.smith.edu/sao/handbook/policies/medleave.php.

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 or class dean. The record of any student who withdraws or takes a medical leave during the semester will be reviewed by the Administrative Board.

A withdrawn student must submit a request for readmission to the registrar. Readmission procedures and forms are available at the registrar’s office website. 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.
Graduate and Special Programs

Introduction

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts 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 availability and according to the provisions stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisors 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. Domestic applicants who wish to be considered for financial aid must submit all required application materials by the deadline date for their program of interest. (Refer also to the Financial Assistance section.) For most programs, the deadline for fall entry is January 15. If financial aid is not needed, the deadline is April 1. The deadline for spring admission (no financial aid) is November 1. Exception: the only deadline for the master of fine arts in Dance is December 1. 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). 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. Direct correspondence and questions to the Office of Graduate and Special Programs.

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-se-
mester, eight-credit course. A copy 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 and special 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 information, contact the Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063; (413) 585-3971.

**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, geosciences, government, 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 have at least a 3.0 grade average at the time of graduation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

**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 websites: 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; email: 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 email at sswwadmis@smith.edu. Information can also be found at the school’s website 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 applications 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 sciences 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, email: 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.

The deadline for September entrance is March 15. Late applications may be considered if space and funding are available. Spaces are sometimes available for January entrance. The deadline for consideration for January is October 15. 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 email 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.umasscs.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.
Finances

Tuition and Other Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee</td>
<td>$60</td>
</tr>
<tr>
<td>Full tuition, for the year</td>
<td>$44,450</td>
</tr>
<tr>
<td>Part-time tuition</td>
<td>$1,390</td>
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<tr>
<td>Fee per credit</td>
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</tr>
<tr>
<td>Summer Intern Teaching Program tuition for M.A.T. candidates</td>
<td>$2,500</td>
</tr>
<tr>
<td>Continuation fee, per semester</td>
<td>$60</td>
</tr>
<tr>
<td>Room only for the academic year</td>
<td>$7,480</td>
</tr>
<tr>
<td>Health insurance estimate</td>
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<tr>
<td>(if coverage will begin August 15)</td>
<td>$2,400</td>
</tr>
<tr>
<td>(if coverage will begin June 15)</td>
<td>$2,800</td>
</tr>
</tbody>
</table>

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 Institutional Refund Policy in the Fees, Expenses and Financial Aid section 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 submit the online 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 2014–15, the stipend for full teaching fellows is $13,570. 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.
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Lois C. Dubin
Professor of Religion
D.C.S., B.A. McGill University; A.M., Ph.D. Harvard University

Lauren E. Duncan
Professor of Psychology
B.A. University of Southern California, Los Angeles; M.A., Ph.D. University of Michigan, Ann Arbor

Nalini Easwar
Professor of Physics
B.Sc., M.Sc. University of Bombay, India; M.S., Ph.D. University of Pittsburgh

Suzan Edwards
L. Clark Selsey Professor of Astronomy
B.A. Dartmouth College; M.S., Ph.D. University of Hawaii

Glenn Ellis
Professor of Engineering
B.S. Lehigh University; M.A., Ph.D. Princeton University

Karen Smith Emerson
Elise Irving Sweeney Professor of Music
B.A. Luther College; M.M. University of Illinois

Susan Etheredge
Professor of Education and Child Study
A.B., Ed.M. Smith College; Ed.D. University of Massachusetts Amherst

Richard Fantasia
Barbara Richmond 1940 Professor in the Social Sciences, Professor of Sociology
B.S. Upsala College; M.S. State University of New York at Buffalo; Ph.D. University of Massachusetts Amherst

Craig M. Felton
Professor of Art
B.A. Saint Vincent College; M.A., Ph.D. University of Pittsburgh

Dean Scott Flower
Professor of English Language and Literature
A.B. University of Michigan; Ph.D. Stanford University

Nathanael A. Fortune
Professor of Physics
B.A. Swarthmore College; Ph.D. Boston University

Elliot Fratkin
Gaev-anden Carter Professor of African Studies (Anthropology)
B.A. University of Pennsylvania; M.Phil. University of London; Ph.D. Catholic University of America

Randy O. Frost
Harold Edward and Elsa Siipola Israel Professor of Psychology
B.A., M.A., Ph.D. University of Kansas
Faculty

Dawn Fulton
Professor of French Studies
B.A. Yale University; Ph.D. Duke University

Martine Gantrel
Professor of French Studies
Agrégée de l’Université, Docteur de Troisième Cycle en Littérature Française, La Sorbonne, Paris, France

Velma Garcia
Professor of Government
A.B. Smith College; M.A., M.Phil., Ph.D. Yale University

Daniel K. Gardner
Dwight W. Morrow Professor of History
A.B. Princeton University; Ph.D. Harvard University

Jay L. Garfield
Doris Silbert Professor of Philosophy
A.B. Oberlin College; M.A., Ph.D. University of Pittsburgh

Paula J. Giddings
Elizabeth A. Woodson Professor of Afro-American Studies and Editor of Meridians
B.A. Howard University

Bosiljka Glumac
Professor of Geosciences
B.Sc., University of Zagreb, Croatia; Ph.D. University of Tennessee at Knoxville

Howard Gold
Professor of Government
B.A. McGill University; M.A., M.Phil., Ph.D. Yale University

Steven Martin Goldstein
Sophia Smith Professor of Government
B.A. Tufts College; M.A. Fletcher School of Law and Diplomacy; Ph.D. Columbia University

Christophe Golé
Professor of Mathematics and Statistics
B.A. Université Paris; M.A. University of California at Santa Cruz; Ph.D. Boston University

Michael Gorra
Mary Augusta Jordan Professor of English Language and Literature
A.B. Amherst College; Ph.D. Stanford University

Jonathan Gosnell
Professor of French Studies
B.A. Brown University; M.A., Ph.D. New York University

Kyriaki Gounaridou
Professor of Theatre
B.F.A. Drama Conservatory of Thessaloniki, Greece; M.A. San Jose State College; Ph.D. University of California, Davis

Justina Winston Gregory
Sophia Smith Professor of Classical Languages and Literatures
A.B. Smith College; M.A., Ph.D. Harvard University

Andrew Guswa
Professor of Engineering
B.Sc. Princeton University; M.Sc., Ph.D. Stanford University

Ruth Haas
Achilles Professor of Mathematics and Statistics and Professor of Engineering
B.A. Swarthmore College; M.S., Ph.D. Cornell University

Deborah Haas-Wilson
Marilyn Carlson Nelson Professor of Economics
B.A. University of Michigan; M.A., Ph.D. University of California, Berkeley

Ambreen Hai
Professor of English Language and Literature
B.A. Wellesley College; M.A., M.Phil., Ph.D. Yale University

Andrea Hairston
Louise Wolff Kahn Professor of Theatre and Professor of Afro-American Studies
A.B. Smith College; A.M. Brown University

Adam Hall
Professor of Biological Sciences

Katherine Taylor Halvorsen
Professor of Mathematics and Statistics
B.A. University of Michigan; M.Ed. Boston University; M.S. University of Washington; D.Sc. Harvard School of Public Health

Maria Estela Harretech
Professor of Spanish and Portuguese
B.A. Taller de Investigaciones Dramaticas, La Plata (Argentina); M.A., Ph.D. University of California at Davis

Mary Harrington
Tippit Professor in the Life Sciences (Psychology)
B.Sc. Pennsylvania State University; M.A. University of Toronto; Ph.D. Dalhousie University

Virginia Hayssen
Professor of Biological Sciences
B.A. Pomona College; Ph.D. Cornell University

Alice Hearst
Professor of Government
B.A. Idaho State University; M.A., Ph.D. Cornell University; J.D. University of Washington Law School

James M. Henle
Myra M. Sampson Professor of Mathematics and Statistics
A.B. Dartmouth College; Ph.D. Massachusetts Institute of Technology

Helen Hills
Ruth and Clarence Kennedy Professor in Renaissance Studies (Art)
B.A. University of Oxford; M.A., Ph.D. Courtauld Institute of Art, University of London

Nicholas Howe
Professor of Computer Science
A.B. Princeton University; M.S., Ph.D. Cornell University

Jamie Hubbard
Yehan Numata Professor in Buddhist Studies; Jill Ker Conway Chair in Religion and East Asian Studies and Professor of Religion
B.A. Webster University; M.A., Ph.D. University of Wisconsin

Maki Hirano Hubbard
Professor of East Asian Languages and Literature
B.A. Waseda University, Tokyo; M.A., Ph.D. University of Wisconsin

Sam Intrator
Professor of Education and Child Study
B.A. State University of New York, Binghamton; M.A. Middlebury College; M.A., Ph.D. Stanford University

Leslie R. Jaffe, M.D.
Adjunct Associate Professor of Biological Sciences and College Physician

James H. Johnson
Professor of Exercise and Sport Studies
B.S., M.S., Ph.D. Louisiana State University

Donald Joralemon
Professor of Anthropology
B.A. Oberlin College; M.A., Ph.D. University of California at Los Angeles

Joel S. Kaminsky
Morningstar Professor of Jewish Studies and Professor of Religion
B.A. Miami University; M.A., Ph.D. University of Chicago Divinity School
Ellen Kaplan
Professor of Theatre
B.A. State University of New York at Binghamton;
M.F.A. University of North Carolina at Greensboro

Laura A. Katz
Elsie Damon Simonds Professor of Biological Sciences
A.B. Harvard College; Ph.D. Cornell University

Roger T. Kaufman
Professor of Economics
B.A. Williams College; Ph.D. Massachusetts Institute of Technology

Alexandra Keller
Professor of Film Studies
B.A. Harvard University; Ph.D. New York University

Barbara A. Kellum
Professor of Art
A.B., A.M. University of Southern California; A.M. University of Michigan; Ph.D. Harvard University

Gillian Kendall
Professor of English Language and Literature
B.A., M.A. Stanford University; M.A., Ph.D. Harvard University

Sabina Knight
Professor of Chinese and of Comparative Literature
B.A. University of Wisconsin, Madison; M.A. University of California, Berkeley; M.A., Ph.D. University of Wisconsin, Madison

Jocelyn Kolb
Professor of German Studies
A.B. Smith College; Ph.D. Yale University

Joan Larkin
Grace Hazard Conkling Writer-in-Residence
B.A. Swarthmore College; M.A. University of Arizona; M.F.A. Brooklyn College

Dana Leibsohn
Priscilla Patne Van der Poel Professor of Art
B.A. Bryn Mawr College; M.A. University of Colorado; Ph.D. University of California, Los Angeles

Marc Lendler
Professor of Government
B.A. Antioch College; Ph.D. Yale University

Ann Leone
Professor of French Studies and of Landscape Studies
A.B. Smith College; M.A., Ph.D. Brown University

Susan Levin
Professor of Philosophy
B.A. Pomona College; Ph.D. Stanford University

Richard Lim
Professor of History
A.B. University of California, Berkeley; M.A., Ph.D. Princeton University

Robert G. Linck
Professor of Chemistry
B.S. Case Institute of Technology; Ph.D. University of Chicago

James Lowenthal
Professor of Astronomy
B.S. Yale College; Ph.D. University of Arizona

Mahnaz Mahdavi
Professor of Economics
B.A. N.I.O.C. College of Accounting and Finance; M.A. Eastern Michigan University

Michael Marcotrigiano
Professor of Biological Sciences and Director of the Botanic Garden
B.S. St. Francis College; M.S., Ph.D. University of Maryland

Kathleen McCartney
President and Professor of Psychology
B.S. Tufts University; M.S., Ph.D. Yale University

Joseph George McVeigh
Professor of German Studies
B.A. La Salle College; M.A., Ph.D. University of Pennsylvania

Lawrence Meinert
Professor-in-Residence, Geosciences
B.A. Carleton College; Ph.D. Stanford University

Robert B. Merritt
Professor of Biological Sciences
B.A., Ph.D. University of Kansas

Borjana Mikic
Rosemary Bradford Hewlett 1940 Professor of Engineering; Director, Picker Engineering Program
B.S., M.A., Ph.D. Stanford University

Naomi J. Miller
Professor of English Language and Literature
A.B. Princeton University; A.M., Ph.D. Harvard University

Susan N. Miller
Lucille Geier Lakes Writer-in-Residence
B.A. Radcliffe College; M.A.T. Wesleyan University; M.Ed. Harvard University; M.A. Boston University

Richard Millington
Helen and Laura Shedd Professor and Professor of English Language and Literature
A.B. Harvard College; M.A., M.Phil., Ph.D. Yale University

John Moore
Professor of Art
A.B. Cornell University; A.M., Ph.D. Harvard University

Barry Moser
Irwin and Pauline Alper Glass Professor, Art
B.S. University of Chattanooga

Albert Mosley
Professor of Philosophy
B.S., Ph.D. University of Wisconsin, Madison

Suleiman Ali Mourad
Professor of Religion
B.S., B.A., M.A. American University of Beirut; M.Phil., Ph.D. Yale University

Robert M. Newton
Professor of Geosciences
B.A. University of New Hampshire; M.A. State University of New York at Binghamton; Ph.D. University of Massachusetts

Jessica F. Nicoll
Director and Louise Ines Doyle 1934 Chief Curator of the Smith College Museum of Art
A.B. Smith College; M.A. University of Delaware

Richard Francis Olivo
Professor of Biological Sciences
A.B. Columbia University; A.M., Ph.D. Harvard University

William Allan Oram
Helen Means Professor of English Language and Literature
B.A. Yale College; B.A. Merton College, Oxford; Ph.D. Yale University

Joseph O’Rourke
Spencer T. and Ann W. Olin Professor of Computer Science, Professor of Mathematics and Statistics, Associate Provost and Dean for Academic Development
B.S. St. Joseph’s University; M.S., Ph.D. University of Pennsylvania

Thalia Alexandra Pandiri
Professor of Classical Languages and Literatures and of Comparative Literature
A.B. City College of New York; A.M., Ph.D. Columbia University
Douglas Lane Patey
*Sophia Smith Professor of English Language and Literature*
A.B. Hamilton College; M.A. (Philosophy), M.A. (English), Ph.D. University of Virginia

Philip K. Peake
*Professor of Psychology*
B.A. Carleton College; Ph.D. Stanford University

Cornelia Pearsall
*Professor of English Language and Literature*
B.A., M.A., Ph.D. Yale University

Paulette Peckol
*Louise Harrington Professor of Biological Sciences*
B.A. Wittenberg University; Ph.D. Duke University

Bill E. Peterson
*Professor of Psychology*
B.A. University of California, Berkeley; M.A., Ph.D. University of Michigan

Joel Pitchon
*Professor of Music*
B.Mus., M.Mus. The Julliard School

Dwight Pogue
*Professor of Art*
B.F.A., M.S. Kansas State College; M.F.A. University of Oklahoma

Alfonso Procaccini
*Professor of Italian Language and Literature*
B.A. Rider College; M.A. Middlebury College; Ph.D. Johns Hopkins University

Marsha Kline Pruett
*Maconda Brown O’Connor Professor, Smith College School for Social Work, and Adjunct Professor of Psychology*
B.A., M.S. University of Pennsylvania; Ph.D. University of California, Berkeley; M.S.L., Yale School of Law

Kevin E. Quashie
*Professor of Afro-American Studies*
B.A. Florida International University; M.A. Bowling Green State University; M.A., Ph.D. Arizona State University

Kate Queeney
*Professor of Chemistry*
B.A. Williams College; Ph.D. Harvard University

Charles Eric Reeves
*Professor of English Language and Literature*
B.A. Williams College; M.A., Ph.D. University of Pennsylvania

Nola Reinhardt
*Professor of Economics*
A.B. University of Connecticut; M.A., Ph.D. University of California, Berkeley

Marylin Martin Rhie
*Jessie Wells Post Professor of Art and Professor of East Asian Studies*
M.A., Ph.D. University of Chicago

Thomas H. Rohlich
*Professor of East Asian Languages and Literature*
B.A., M.A., Ph.D. University of Wisconsin—Madison

Andy Rotman
*Professor of Religion*
B.A. Columbia University; Ph.D. University of Chicago

Katherine Anandi Rowe
*Provost and Dean of the Faculty and Sophia Smith Professor of English Language and Literature*
B.A. Carleton College; M.A., Ph.D. Harvard University

Alan N. Rudnitsky
*Professor of Education and Child Study*
B.S. Drexel University; M.Ed. University of Massachusetts Amherst; Ph.D. Cornell University

Margaret Sarkissian
*Professor of Music*
B.Mus. King’s College, University of London; M.M., Ph.D. University of Illinois at Urbana–Champaign

Elizabeth Savoca
*Professor of Economics*
B.A. Douglass College of Rutgers University; M.A., Ph.D. University of California, Berkeley

Marilyn Schuster
*Professor of Biological Sciences*
B.A. Smith College; M.A. University of Virginia; M.F.A. University of Texas

Charles P. Staelin
*Professor of Economics*
B.A., M.S., Ph.D. University of Michigan

Marc W. Steinberg
*Professor of Sociology*
A.B., M.A. The Johns Hopkins University; Ph.D. University of Michigan

Ileana Streinu
*Charles N. Clark Professor of Computer Science*
Ph.D. Rutgers University

Christine M. Shelton
*Professor of Exercise and Sport Studies*
B.S. Madison College; M.S. James Madison University

Richard Jonathan Sherr
*Caroline L. Wall ’27 Professor of Music*
B.A. Columbia University; M.F.A., Ph.D. Princeton University

Vera Shevzov
*Professor of Religion*
B.A., M.Phil. Yale University; M.Div. St. Vladimir’s Orthodox Theological Seminary; Ph.D. Yale University

Nancy J. Shumate
*Professor of Classical Languages and Literatures*
B.A. Indiana University; M.A., Ph.D. Harvard University

Catherine H. Smith
*Professor of Theatre*
A.B. Smith College; M.A. University of Virginia; M.F.A. University of Texas

L. David Smith
*Professor of Biological Sciences*
B.A. University of Virginia; M.S. University of South Carolina; Ph.D. University of Maryland

Dava Sobel
*Joan Leiman Jacobson Visiting Nonfiction Writer*
B.A. State University of New York at Binghampton

Elizabeth V. Spelman
*Barbara Richmond 1940 Professor in the Humanities, Professor of Philosophy*
B.A. Wellesley College; Ph.D. Johns Hopkins University

Charles P. Staelin
*Professor of Economics*
B.A., M.S., Ph.D. University of Michigan

Marc W. Steinberg
*Professor of Sociology*
A.B., M.A. The Johns Hopkins University; Ph.D. University of Michigan

Nancy Saporta Sternbach
*Professor of Spanish and Portuguese*
B.A. University of Wisconsin; M.A. Middlebury College, Madrid; Ph.D. University of Arizona

Ileana Streinu
*Charles N. Clark Professor of Computer Science*
Ph.D. Rutgers University
Dominique F. Thiébaut  
*Professor of Computer Science*  
Diplôme d'Études Universitaires Générales (DEUG), Université Pierre et Marie Curie, Paris VI, France; Maîtrise es Sciences, Institut d'Informatique, Université Pierre et Marie Curie; M.S., Ph.D. University of Massachusetts

Michael Thurston  
*Professor of English Language and Literature*  
B.A. University of North Texas; A.M., Ph.D. University of Illinois, Urbana-Champaign

Susan R. Van Dyne  
*Professor of the Study of Women and Gender*  
B.A. University of Missouri at Columbia; Ph.D. Harvard University

Janie Vanpée  
*Professor of French Studies*  
A.B. Smith College; M.Phil., Ph.D. Yale University

Hélène Visentin  
*Professor of French Studies*  
B.A., M.A. Université de Montréal; Docteur de l’Université de Paris-Sorbonne

Susan Voss  
*Professor of Engineering*  
B.S. Brown University; M.S., Ph.D. Massachusetts Institute of Technology

Steve Waksman  
*Professor of Music*  
B.A. University of California, Berkeley; M.A. University of North Carolina, Chapel Hill; Ph.D. University of Minnesota

Doreen A. Weinberger  
*Professor of Physics*  
B.A. Mount Holyoke College; Ph.D. University of Arizona

Gregory White  
*Mary Huggins Gamble Professor of Government and Elizabeth Mugar Exellard ’69 Faculty Director of the Lewis Global Studies Center*  
A.B. Lafayette College; M.A. University of Delaware; M.A., Ph.D. University of Wisconsin, Madison

Christine White-Ziegler  
*Professor of Biological Sciences*  
B.A. University of Virginia; Ph.D. University of Utah  
Associate Professors

Nancy Whittier  
*Professor of Sociology*  
B.A., M.A., Ph.D. Ohio State University

Steven A. Williams  
*Gates Professor of Biological Sciences*  
B.A., M.S., Ph.D. University of California at Davis

Louis Wilson  
*Professor of Afro-American Studies*  
B.A. California State University; M.A., Ph.D. University of California at Los Angeles

Alexander Woronzoff-Dashkoff  
*Professor of Russian (Russian, East European and Eurasian Studies)*  
B.A. University of California at Los Angeles; M.A., Ph.D. University of Southern California

Maryjane Wraga  
*Professor of Psychology*  
B.A. University of Hartford; Ph.D. Emory University

Lynne Yamamoto  
*Professor of Art*  
B.A. The Evergreen State College; M.A. New York University

Dennis T. Yasumoto  
*Esther Cloudman Dunn Professor of Government*  
B.A., M.A. San Francisco State University; M.A., M.Phil., Ph.D. Columbia University

Carol Zaleski  
*Professor of World Religions (Religion)*  
B.A. Wesleyan University; M.A., Ph.D. Harvard University

Byron L. Zamboanga  
*Professor of Psychology*  
B.A. University of California, Berkeley; M.A., Ph.D. University of Nebraska, Lincoln

Andrew Zimbalist  
*Robert A. Woods Professor of Economics*  
B.A. University of Wisconsin; M.A., Ph.D. Harvard University

Ann Zulawski  
*Sydenham Clark Parsons Professor of History and of Latin American Studies*  
B.A. University of Wisconsin at Madison; M.S. Bank Street College, M.A., Ph.D. Columbia University

**Associate Professors**

Marnie Anderson  
*Associate Professor of History*  
A.B. Smith College; M.A., Ph.D. University of Michigan

Elisabeth Armstrong  
*Associate Professor of the Study of Women and Gender*  
B.A. Pomona College; M.A., Ph.D. Brown University

Fernando Armstrong-Fumero  
*Associate Professor of Anthropology*  
B.A., M.A. University of Pennsylvania; Ph.D. Stanford University

Carrie Baker  
*Associate Professor of the Study of Women and Gender*  
B.A. Yale University; M.A., J.D., Ph.D. Emory University

Michael Barresi  
*Associate Professor of Biological Sciences*  
B.A. Merrimack College; Ph.D. Wesleyan University

Ernest J. Benz  
*Associate Professor of History*  
B.A., M.A., Ph.D. University of Toronto

Ibtissam Bouachrine  
*Associate Professor of Spanish and Portuguese*  
B.A., M.A. West Virginia University; Ph.D. Tulane University

Darcy Buerkle  
*Associate Professor of History*  
B.A. University of Missouri; Ph.D. Claremont Graduate University

Justin Cammy  
*Associate Professor of Jewish Studies*  
B.A. McGill University; A.M., Ph.D. Harvard University

Ginetta Candelario  
*Associate Professor of Sociology and of Latin American Studies*  
A.B. Smith College; M.A., Ph.D. City University of New York

Floyd Cheung  
*Associate Professor of English Language and Literature*  
B.A. Whittier College; M.A., Ph.D. Tulane University

Gary Felder  
*Associate Professor of Physics*  
B.A. Oberlin College; Ph.D. Stanford University

Judy Franklin  
*Associate Professor of Computer Science*  
B.A. Clarion University of Pennsylvania; M.S., Ph.D. University of Massachusetts Amherst
Judith Gordon  
_Associate Professor of Music_  
B.Mus. New England Conservatory of Music  

Suzanne Z. Gottschang  
_Associate Professor of Anthropology and of East Asian Studies_  
B.A., M.A. University of California, Los Angeles; Ph.D. University of Pittsburgh  

Jennifer Guglielmo  
_Associate Professor of History_  
B.A. University of Wisconsin, Madison; M.A. University of New Mexico; Ph.D. University of Minnesota  

Marguerite Itamar Harrison  
_Associate Professor of Spanish and Portuguese_  
B.A. Mary Baldwin College; M.A. University of Texas, Austin; Ph.D. Brown University  

Benita Jackson  
_Associate Professor of Psychology_  
A.B. University of California, Berkeley; A.M., Ph.D. University of Michigan, Ann Arbor  

Carolyn Jacobs  
_Elizabeth Marting Treuhaft Professor (School for Social Work) and Adjunct Associate Professor in Afro-American Studies_  
B.A. Sacramento State University; Ph.D. Brandeis University  

Elizabeth Jamieson  
_Associate Professor of Chemistry_  
A.B. Smith College; M.A., Ph.D. Massachusetts Institute of Technology  

Michelle Joffroy  
_Associate Professor of Spanish and Portuguese_  
B.A. University of Massachusetts Amherst; M.A., Ph.D. University of Arizona  

Leslie King  
_Associate Professor of Sociology_  
B.A. Hunter College; M.A., Ph.D. University of Illinois, Urbana-Champaign  

Kimberly Kono  
_Associate Professor of East Asian Languages and Literatures_  
B.A., M.A., Ph.D. University of California, Berkeley  

Daniel Kramer  
_Associate Professor of Theatre_  
B.A. Haverford College; M.F.A. Yale School of Drama  

Daphne Lamothe  
_Associate Professor of Afro-American Studies_  
B.A. Yale University; Ph.D. University of California, Berkeley  

Courtney Lannert  
_Associate Professor of Physics_  
Sc.B. Brown University; Ph.D. University of California, Santa Barbara  

Reyes Lázaro  
_Associate Professor of Spanish and Portuguese_  
B.A. Universidad de Deusto, Spain; M.A., Ph.D. University of Massachusetts Amherst  

Gary Lehring  
_Associate Professor of Government_  
B.A., M.A. University of Louisville; Ph.D. University of Massachusetts Amherst  

Malcolm McNeel  
_Associate Professor of Spanish and Portuguese_  
B.A. University of Idaho; M.A. Tulane University; Ph.D. University of Minnesota, Twin Cities  

James Miller  
_Associate Professor of Economics_  
B.A. Wesleyan University; M.A. Yale University; Ph.D. University of Chicago; J.D. Stanford University  

Katwiwa Mule  
_Associate Professor of Comparative Literature_  
B.Ed., M.A. Kenya University, Nairobi, Kenya; Ph.D. Pennsylvania State University  

Lucy Mule  
_Associate Professor of Education and Child Study_  
B.Ed. Kenya University, Nairobi, Kenya; Ph.D. Pennsylvania State University  

Roisin O’Sullivan  
_Associate Professor of Economics_  
M.A. Ohio State University; M.S. University of Galway, Ireland; Ph.D. Ohio State University  

Nnamdi Pole  
_Associate Professor of Psychology_  
B.A. Rutgers University; M.A., Ph.D. University of California, Berkeley  

Sara B. Pruss  
_Associate Professor of Geosciences_  
B.S. University of Rochester; M.S., Ph.D. University of Southern California  

Jeffrey Ramsey  
_Associate Professor of Philosophy_  
B.A. Kansas State University; M.A., Ph.D. University of Chicago  

Amy Larson Rhodes  
_Associate Professor of Geosciences_  
A.B. Smith College; M.S., Ph.D. Dartmouth College  

Kevin Rozario  
_Associate Professor of American Studies_  
B.A. University of Warwick, U.K.; M.A. University of London; Ph.D. Yale University  

Maria Helena Rueda  
_Associate Professor of Spanish and Portuguese_  
Licenciada, Universidad de Los Andes, Bogotá, Columbia; M.A. State University of New York, Stony Brook; Ph.D. Stanford University  

Patricia L. Sipe  
_Associate Professor of Mathematics and Statistics_  
B.S. Union College; M.S., Ph.D. Cornell University  

Eeva Sointu  
_Associate Professor of Sociology_  
B.A., M.A., Ph.D. Lancaster University, U.K.  

Fraser Stables  
_Associate Professor of Art_  
B.A. Edinburgh College of Art; M.F.A. University of Guelph, Ontario, Canada  

Cristina Suarez  
_Associate Professor of Chemistry_  
B.S., Ph.D. University of California at Davis  

Juliana Tymoczko  
_Associate Professor of Mathematics and Statistics_  
A.B. Harvard University; M.A., Ph.D. Princeton University  

Paul Voss  
_Associate Professor of Engineering_  
B.A., B.S. Brown University; Ph.D. Harvard University  

Frazer Ward  
_Associate Professor of Art_  
B.A., M.A. University of Sydney; Ph.D. Cornell University  

Joel Westerdale  
_Associate Professor of German Studies_  
B.A. University of Michigan; A.M., Ph.D. Harvard University  

Sujane Wu  
_Associate Professor of East Asian Languages and Literatures_  
B.A. Soochow University, Taipei, Taiwan; M.A., Ph.D. University of Wisconsin, Madison  

**Assistant Professors**  

Jeffrey Ahlman  
_Associate Professor of History_  
B.A. University of Nebraska-Lincoln; M.A., Ph.D. University of Illinois, Urbana-Champaign
Chris Aiken
Assistant Professor of Dance
B.A. Brandeis University; M.F.A. University of Illinois, Urbana

Shannon Audley-Piotrowski
Assistant Professor of Education and Child Study
B.S. University of Dallas; M.Ed. Christian Brothers University; Ph.D., University of Memphis

Payal Banerjee
Assistant Professor of Sociology
B.S., Wilson College; Ph.D. Syracuse University

Riché Barnes
Assistant Professor of Afro-American Studies
B.A. Spelman College; M.S. Georgia State University; M.A., Ph.D. Emory University

Benjamin Strong Baumer
Visiting Assistant Professor in Statistical and Data Sciences
B.A. Wesleyan University; M.A. University of California, San Diego; Ph.D. The Graduate Center of the City University of New York

Annaliese Beery
Assistant Professor of Psychology
B.A. Williams College; Ph.D. University of California, Berkeley

Jesse Bellemare
Assistant Professor of Biological Sciences
B.S. University of Massachusetts Amherst; M.F.S., Ph.D. Harvard University

Andrew E. Berke
Assistant Professor of Chemistry
B.A. Calvin College; B.S. Grand Valley State University; Ph.D. University of Wisconsin

Joshua Birk
Assistant Professor of History
B.A. Brown University; M.A., Ph.D. University of California, Santa Barbara

Joshua P. Bowman
Visiting Assistant Professor in Mathematics and Statistics
B.A. St. Olaf College; M.S. Cornell University; Ph.D. Cornell University

Maren Buck
Assistant Professor of Chemistry
B.S. University of Puget Sound; Ph.D. University of Wisconsin, Madison

Lindsey Clark-Ryan
Assistant Professor of Art
B.F.A. Washington University, St. Louis; M.F.A. University of Wisconsin, Madison

Daniel Cuzzocreo
Visiting Assistant Professor in Mathematics and Statistics
B.A. Tufts University; Ph.D. Boston University

Nathan Dickson Derr
Assistant Professor of Biological Sciences
B.A. Amherst College; M.A. Tufts University; Ph.D. Harvard University

Kim Yi Dionne
Five College Assistant Professor of Government
B.A., M.A., Ph.D. University of California at Los Angeles

Brent Durbin
Assistant Professor of Government
B.A. Oberlin College; M.P.P. Harvard University; Ph.D. University of California, Berkeley

Serguei Glebov
Assistant Professor of History
B.A. St. Petersburg State University, Russian Federation; M.A. Central European University, Budapest, Hungary

David Gorin
Assistant Professor of Chemistry
A.B. Harvard University; Ph.D. University of California, Berkeley

Simon Halliday
Assistant Professor of Economics
B. Soc. Sci., B. Commerce, M. Commerce, M. Creative Writing, University of Cape Town; Ph.D. University of Siena

Angie Hauser
Assistant Professor of Dance
B.A. University of South Carolina; M.F.A. Ohio State University

Pinky Hota
Assistant Professor of Anthropology
B.A. University of Delhi, New Delhi; M.A., Ph.D. University of Chicago

Danielle Ignace
Assistant Professor of Biological Sciences
B.S. University of Wisconsin; M.S., Ph.D. University of Arizona

Laura Anne Kalba
Assistant Professor of Art
B.A. Concordia College; M.A. McGill University; Ph.D. University of Southern California, Los Angeles

Jina Kim
Assistant Professor of East Asian Studies
B.A. University of Chicago; M.A., Ph.D. University of Washington, Seattle

Elizabeth A. Klarich
Assistant Professor under the Five College Program (Anthropology)
B.A. University of Chicago; M.A., Ph.D. University of California, Santa Barbara

Joel Louwsma
Visiting Assistant Professor in Mathematics and Statistics
B.S. University of Michigan, Ann Arbor; Ph.D. California Institute of Technology

John Loveless
Assistant Professor of Geosciences
B.S. University of New Hampshire; Ph.D. Cornell University

Mohammed Amadeus Mack
Assistant Professor of French Studies
B.A. University of California, Berkeley; M.A., M. Phil., Ph.D. Columbia University

Lisa A. Mangiamele
Assistant Professor of Biological Sciences
B.A. Colgate University; Ph.D., University of North Carolina at Chapel Hill

Denise McKahn
Assistant Professor of Engineering
B.S. Humboldt State University; M.S., Ph.D. University of Michigan, Ann Arbor

Rajan Amit Mehta
Assistant Professor of Mathematics and Statistics
B.A. University of Pennsylvania; Ph.D. University of California, Berkeley

Caroline Melly
Assistant Professor of Anthropology
B.A. University of Pittsburgh; M.A., Ph.D. University of California, Irvine

Eitan Mendelowitz
Assistant Professor of Computer Science
B.A. Wesleyan University; M.Sc., M.F.A., Ph.D. University of California, Los Angeles

James Middlebrook
Assistant Professor of Art
B.S. University of Virginia; MArch. Columbia University
Faculty

Steven T. Moga
Assistant Professor of Landscape Studies
B.A. Carleton College; M.A. University of California Los Angeles; Ph.D. Massachusetts Institute of Technology

Sarah J. Moore
Assistant Professor of Engineering
B.S.E. Princeton University; M.S., Ph.D. Stanford University

Carrie Michelle Mowbray
Visiting Assistant Professor in Classics
A.B. Smith College; M.A., Ph.D. University of Pennsylvania

Christen Mucher
Assistant Professor of American Studies
A.B. Mount Holyoke College, M.A., Ph.D. University of Pennsylvania

Valerie Pare
Visiting Assistant Professor in Mathematics and Statistics
B.S., M.A., Ph.D., University of Connecticut at Storrs

Elizabeth Stordeur Pryor
Assistant Professor of History
B.A. Tufts University; M.A., Ph.D. Cornell University

Susan Stratton Sayre
Assistant Professor of Economics
B.A. Swarthmore College; M.S., Ph.D. University of Pennsylvania

Nadya Jeanne Sbaiti
Assistant Professor of History
B.A. Tufts University; M.A., Ph.D. Georgetown University

John Slepian
Assistant Professor of Art
B.F.A., New York University; M.F.A. San Francisco Art Institute

Katharine Soper
Assistant Professor of Music
B. Mus. Rice University; D.M.A. Columbia University

Gwen Spencer
Assistant Professor of Mathematics and Statistics
B.S. Harvey Mudd College; M.S., Ph.D. Cornell University

Ninian R. Stein
Visiting Assistant Professor in Environmental Science and Policy
B.A. Brown University; M.A. Harvard University; M.E.Sc. Yale University; Ph.D. Brown University

Andrea Stephanie Stone
Assistant Professor of English Language and Literature
B.A. University of Western Ontario; B.Ed., M.A., Ph.D. University of Toronto

Nessy Tania
Assistant Professor of Mathematics and Statistics
B.S. University of California, Davis; M.S., Ph.D. University of Utah

Vis Taraz
Assistant Professor of Economics
B.S. Massachusetts Institute of Technology; M.A., M.Phil., Ph.D. Yale University

Lester Tomé
Assistant Professor of Dance
B.A. University of Havana; Ph.D. Temple University

Garrett Washington
Visiting Assistant Professor in History
B.A. Rice University; D.E.A. University of Paris VIII; Ph.D. Purdue University

Camille Washington-Ottombre
Assistant Professor of Environmental Science and Policy
B.A. Institut d'Etudes Politiques, Strasbourg; M.A. Ecole des Hautes Etudes en Sciences Sociales, Paris; Ph.D. Purdue University

Bozena Welborne
Assistant Professor of Government
B.A. Colorado College; M.A., Ph.D. University of Colorado

Tina Wildhagen
Assistant Professor of Sociology
B.A. Grinnell College; M.A., Ph.D. University of Iowa

William Douglas Williams
Assistant Professor of Physics
B.S. Clarkson University; Ph.D. University of Wisconsin, Madison

Senior Lecturers

Silvia Berger
Lecturer in Spanish and Portuguese
B.A. National Conservatory of Music; M.A., Ph.D. University of Massachusetts Amherst

Mark Brandriss
Senior Lecturer in Geosciences
B.A. Wesleyan University; M.S., Ph.D. Stanford University

Edward Check
Senior Lecturer in Theatre
B.F.A. State University of New York, Purchase; M.F.A. Yale University

John Gibson
Senior Lecturer in Art
B.F.A. Rhode Island School of Design; M.F.A. Yale University

Patricia Gonzalez
Senior Lecturer in Spanish and Portuguese
B.A. Mary Baldwin College; M.A. Middlebury College; Ph.D. University of Texas at Austin

Jonathan Hirsh
Senior Lecturer and Director of Orchestral and Choral Activities
B.A. Amherst College; M.M., D.M.A. University of Michigan

Robert Ellis Hosmer, Jr.
Senior Lecturer in English Language and Literature
A.B. College of the Holy Cross; M.A. (Religion) Smith College; M.A. (English), Ph.D. University of Massachusetts Amherst

Susannah Howe
Director of the Design Clinic and Senior Lecturer in Engineering
B.S.E. Princeton University; M.Eng., Ph.D. Cornell University

Judith Keyler-Mayer
Senior Lecturer in German Studies
M.A. Ludwig-Maximilians Universität, Munich, Germany; Ph.D. University of Massachusetts Amherst

Yuri Kumagai
Senior Lecturer in East Asian Languages and Literatures
B.A., M.Ed., Ed.D. University of Massachusetts Amherst

Grant Russell Moss
Senior Lecturer in Music and Organist to the College
B.Mus. University of Nebraska; M.M., M.M.A., D.M.A. Yale University

Mary Murphy
Senior Lecturer in Mathematics and Statistics
B.A. College of St. Elizabeth; M.A.T. The Johns Hopkins

David Palmer
Senior Lecturer in Psychology
B.S., M.S., Ph.D. University of Massachusetts
Beth Powell  
Senior Lecturer in Psychology  
A.B. Smith College; M.A., Ph.D. University of Massachusetts Amherst

Atsuko Takahashi  
Lecturer in East Asian Languages and Literatures  
B.A. Japan Women’s University; M.S.Ed. University of Pennsylvania

Catherine Woronzoff-Dashkoff  
Senior Lecturer in Russian Language and Literature  
Baccalauréat ès Lettres, Lycée Française de Vienne, Austria; A.B. Smith College

Lecturers

Ernest Alleva  
Lecturer in Philosophy  
B.A., M.A., M.Phil., Ph.D. Columbia University

Olla Najah Al-Shalchi  
Lecturer in Middle East Studies  
B.A. University of Texas, Austin; M.A. American University in Cairo

Julio Alves  
Lecturer in English Language and Literature  
B.A., Ph.D. Boston University

Allison Anacker  
Eveillard Post-doctoral Fellow and Lecturer in Neuroscience  
A.S. Santa Rose Junior College; B.S. Humboldt State University; Ph.D. Oregon Health and Science University

Kelly Anderson  
Lecturer in the Study of Women and Gender  
B.A. University of California, Santa Cruz; M.A. Sarah Lawrence College

Martin Antonetti  
Lecturer in Art and Curator of Rare Books  
B.A., Western Kentucky University; M.S.L.S., Columbia University

Carolina Aragon  
Lecturer in Landscape Studies  
B.Arch. Savannah College of Art and Design; M.L.A., Harvard University

Paul Arslanian  
Five College Lecturer in Dance

Alfred Babo  
Lecturer in Government  
Ph.D. University of Bouaké, Ivory Coast

Timothy Bacon  
Lecturer in Exercise and Sport Studies  
B.Ph.E. University of Toronto; M.A. University of Western Ontario

Joseph B. Baldwin  
Iva Dee Hall Distinguished Assistant Director of Choral Activities and Lecturer in Music  
B.M. Northwestern University; M.M. University of Michigan

Melissa Belmonte  
Lecturer in Spanish and Portuguese  
B.A. Gordon College; M.A. University of Massachusetts Amherst

Thomas Bernardin  
Five College Mellon Post-doctoral Fellow in Economics  
B.S. New York University; M.A. Union Theological Seminary; Ph.D. University of Massachusetts Amherst

Carol Berner  
Lecturer in Education and Child Study  
B.A. Harvard University; M.S.Ed.

Reid Bertone-Johnson  
Lecturer in Landscape Studies  
B.S. Tufts University; Ed.M. Harvard University; M.L.A. University of Massachusetts

Jackie Blei  
Lecturer in Exercise and Sport Studies  
B.S. University of Rhode Island; M.S. University of Kansas

Luke Bloomfield  
Lecturer in English Language and Literature  
B.A., M.F.A University of Massachusetts Amherst

Meredith Broberg  
Lecturer in Art  
B.A. Carleton College; M.F.A. University of California, Berkeley

Billbob Brown  
Five College Lecturer in Dance

Stephanie Brown  
Lecturer in Art  
B.S. Northeastern University; M.F.A. University of Massachusetts; M.Arch, University of Pennsylvania

Margaret Bruzelius  
Associate Dean of the College, Dean of the Senior Class and Juniors (1-2), and Lecturer in Comparative Literature  
B.A. Harvard University; Ph.D. Yale University

Joanna Caravita  
Lecturer in Jewish Studies  
B.A. Vanderbilt University; M.A. University of Texas at Austin

Debra L. Carney  
Lecturer in English Language and Literature  
B.A., M.F.A. University of Massachusetts Amherst

Ya-Lin Chen  
Lecturer in East Asian Languages and Literatures  
B.A. National Taiwan University; M.A. National Kaohsiung Normal University

Haeng-Ja Sachiko Chung  
Lecturer in East Asian Languages and Literatures  
B.A., M.A. Osaka University; Ph.D. University of California, Los Angeles

Jim Coleman  
Five College Lecturer in Dance  
B.A. University of California at Santa Cruz; M.F.A. University of Utah

Alejandro Cueller  
Lecturer in English Language and Literature  
B.A. Hampshire College; M.F.A. University of Massachusetts Amherst

Holly Davis  
Lecturer in English Language and Literature  
B.A. Wittenberg University; M.A. State University of New York at Albany

Paul Dennis  
Five College Lecturer in Dance

Ranjana Devi  
Five College Lecturer in Dance

Patrick Donnelly  
Lecturer in English Language and Literature  
M.F.A. Warren Wilson College

M. Darby Dyar  
Five College Lecturer in Astronomy

Pauline Ebert  
Lecturer in German Studies  
Magister Artium, Johann Wolfgang Goethe University; M.A. University of Alabama; Ph.D. Wayne State University

Corwin Ericson  
Lecturer in English Language and Literature  
B.A., M.F.A. University of Massachusetts Amherst

Caleb Fassett  
Five College Lecturer in Astronomy
Molly Falsetti-Yu  
*Lecturer in Spanish and Portuguese*  
B.A. State University of New York, Binghamton; M.A. University of Massachusetts Amherst

Charles Flachs  
*Five College Lecturer in Dance*

Rose Flachs  
*Five College Lecturer in Dance*

Terese Freedman  
*Five College Lecturer in Dance*  
B.A. University of Colorado at Boulder

Janice Gatty  
*Lecturer in Education and Child Study*  
B.A. Mills College; Ed.M. Smith College; Ed.D. University of Massachusetts Amherst

Bruno Grazioli  
*Lecturer in Italian Language and Literature*  
Ph.D. University of London

Simone Gugliotta  
*Lecturer in Italian and Spanish and Portuguese*  
B.A. Universidade Federal do Rio de Janeiro; M.A. University of Massachusetts Amherst

Peter Gunn  
*Lecturer in History*  
A.B. Dartmouth College; M.Ed. Harvard University

Jennifer Hall-Witt  
*Lecturer in History*  
B.A. Northwestern University; M.A., Ph.D. Yale University

Lane Hall-Witt  
*Lecturer and Director of the Diploma Program in American Studies*  
B.A. University of Oregon; M.A. Yale University

Salman Hameed  
*Five College Lecturer in Astronomy*  
B.S. State University of New York, Stony Brook; M.S. New Mexico State University; Ph.D. New Mexico State University

Brooke Hauser  
*Lecturer in English Language and Literature*  
B.A. Kenyon College

John Hellweg  
*Lecturer and Professor Emeritus of Theatre*  
B.A. University of California, Riverside; M.A. Stanford University; Ph.D. University of California, Berkeley

Constance Valis Hill  
*Five College Lecturer in Dance*

Thomas Hopkins  
*Lecturer in English Language and Literature*  
A.B. Harvard; M.F.A. New York University

Sue Huang  
*Lecturer in Art*  
B.S. Georgetown University; M.F.A. University of California at Los Angeles

Maya Smith Janson  
*Lecturer in English Language and Literature*  
A.B. Smith College; M.F.A. Warren Wilson College

Anne Jaskot  
*Five College Astronomy Education and Research Post-doctoral Fellow and Lecturer*  
B.A. Williams College; Ph.D. University of Michigan

Peter Jones  
*Five College Lecturer in Dance*

Lisandro Sebastian Kahan  
*Lecturer in Spanish and Portuguese*  
M.A., M.Phil. Yale University

Constance Kassor  
*Lecturer in Religion*  
A.B. Smith College

Justin Kim  
*Lecturer in Art*  
B.A. Yale University; M.F.A. The American University

Michael Klare  
*Five College Lecturer in Government*

Lucretia Knapp  
*Lecturer in Art*  
M.A. Ohio State University; M.F.A. University of Michigan, Ann Arbor

Martha Lang  
*Lecturer in Sociology*  
B.S. Guilford College; M.A., Ph.D. Brown University

Daphne Lowell  
*Five College Lecturer in Dance*  
B.A. Tufts University; M.F.A. University of Utah

David Maine  
*Lecturer in English Language and Literature*  
B.A. Oberlin College; M.F.A. University of Arizona

Katie Martin  
*Lecturer in Dance*  
B.A. Bennington College; M.F.A. Smith College

Suk Massey  
*Lecturer in East Asian Languages and Literatures*  
B.A. Chosun University, Kwang-ju, Korea; M.A. Ewha Women’s University, Seoul, Korea; M.A. St. Michael’s College; C.A.G.S., University of Massachusetts Amherst

Paul Matteson  
*Five College Lecturer in Dance*

Bernadine Mellis  
*Five College Visiting Artist in Film Studies*  
A.B. Smith College; M.F.A. Temple University

Christiane Metral  
*Lecturer in French Language and Literature*  
Licence Es Lettres, University of Geneva

Elizabeth Meyersohn  
*Lecturer in Art*  
A.B. Smith College; M.F.A. Yale University School of Art

Houjun Mo  
*Five College Lecturer in Astronomy*

Melina Moe  
*Lecturer in Art*

Yola Monakhov  
*Harvard Visiting Artist*  
B.A. University of Wisconsin, Madison; M.A., M.F.A. Columbia University School of the Arts

Oriane Morriet  
*Visiting Lecturer from the École Normale Supérieure in Paris*

Briony Morrow-Cribbs  
*Lecturer in Art*  
B.F.A. Emily Carr Institute of Art and Design, Vancouver; M.F.A. University of Wisconsin, Madison

Ethan Myers  
*Lecturer in English Language and Literature*  
B.A. Guilford College; M.F.A. University of Massachusetts Amherst

Robert Nicholson  
*Lecturer in Biological Sciences*  
B.S. University of Connecticut, Storrs; M.A. Harvard University

Rebecca Nordstrom  
*Five College Lecturer in Dance*  
B.A. Antioch College; M.F.A. Smith College

Travis Norsen  
*Lecturer in Physics*  
B.Sc. Harvey Mudd College; Ph.D. University of Washington
Maxine Oland
Lecturer in Anthropology and Latin American Studies
B.A. State University of New York, Albany; Ph.D. Northwestern University

Bode Omojolo
Five College Lecturer in Music

Marie-Volcy Pelletier
Lecturer in Music
Graduate Diploma New England Conservatory

Pamela Petro
Lecturer in English Language and Literature
B.A. Brown University; M.A. St. David’s University College, Wales

Roger Pinches
Lecturer in English Language and Literature
B.A., M.F.A. University of Massachusetts Amherst

Alexandra Pope
Five College Lecturer in Astronomy

Phoebe A. Porter
Lecturer in Spanish and Portuguese
B.A. Bryn Mawr College; M.A. Brown University

Tom Riddell
Lecturer and Professor Emeritus, First-Year Seminar
B.A. Swarthmore; M.A. American University

Karen Lynn Riska
Lecturer in Exercise and Sport Studies
B.S. University of Minnesota, Duluth; M.S. St. Cloud State University

Andrew Ritchey
Lecturer in Film Studies
B.A. University of California Berkeley; M.A., Ph.D. University of Iowa

Shani Roper
Eveillard Post-doctoral Fellow and Lecturer in Afro-American Studies
B.A., M.A. University of the West Indies; M.A., Ph.D. Rice University

Samuel Ruhmkorff
Lecturer in Philosophy
A.B. Washington University; M.A., Ph.D. University of Michigan

Candice Salyers
Lecturer in Dance
B.L.S. University of Memphis; M.F.A. Smith College

Samuel Scheer
Lecturer in English Language and Literature
B.A. Bennington College; M.Phil. Oxford University

Katherine Schneider
Lecturer in Art
B.A. Yale University; M.F.A. Indiana University

F. Peter Schloerb
Five College Lecturer in Astronomy

Stephen E. Schneider
Five College Lecturer in Astronomy

Sebastian Schulman
Lecturer in History
B.A. McGill University; Ph.D. Indiana University

Diana Schwartz
Lecturer in Exercise and Sport Studies

Alex Seggerman
Five College Mellon Post-doctoral Fellow in Islamic Art
B.A. Columbia College; M.A., M.Phil., Ph.D. Yale University

Alexandra Selbo-Bruns
Postdoctoral Fellow and Lecturer
A.B. Smith College; M.A., Ph.D. University of Hawai‘i at Mānoa

Hyunsook Shin
Lecturer in East Asian Languages and Literatures
B.A., M.Ed. Pusan National University, Korea; M.Ed. University of Sydney, Australia

Carolyn Shread
Lecturer in French Studies and Comparative Literature
B.A. Oxford University; M.A. Sussex University; Ph.D. University of Massachusetts Amherst; M.A. University of Massachusetts

Ronald L. Snell
Five College Lecturer in Astronomy
B.A. University of Kansas; M.A., Ph.D. University of Texas

Barry Spence
Lecturer in Classics
B.A. University of Massachusetts Amherst

Liza Stepanova
Iva Dee Hutt Visiting Artist in Piano and Lecturer in Music
B.M. Hanns Eisler Academy of Music, Berlin; M.M. The Julliard School

Maria Succi-Hempstead
Lecturer in Italian Language and Literature
M.A. University of Kent, Canterbury, England

Marilyn Middleton Sylla
Five College Lecturer in Dance

Ellen Wiley Todd
Lecturer in American Studies
B.A. Wells College; M.A. University of Colorado at Boulder; Ph.D. Stanford University

Cathy Weisman Topal
Lecturer in Education and Child Study
B.A. Cornell University; M.A.T. Harvard School of Education

Daniel Trenner
Lecturer in Dance
B.S. State University of New York, New Paltz; M.Ed. Lesley College

Thomas Vacanti
Five College Lecturer in Dance

Melissa J. Walt
Lecturer in Art and East Asian Studies
B.A. Stanford University; M.A. Yale University; Ph.D. University of Washington

Anna E. Ward
Lecturer in the Study of Women and Gender
B.A. University of California, Santa Cruz; Ph.D. University of California, Los Angeles

Ellen Doré Watson
Lecturer in English Language and Literature; Director of Poetry Center
B.A., M.F.A. University of Massachusetts Amherst

John Weinert
Lecturer in Middle East Studies
B.A. Bard College; M.A. University of Texas, Austin

Robert Weir
Lecturer in History
B.S., M.A. Shippensburg University; Ph.D. University of Massachusetts Amherst

Jon Western
Five College Lecturer in Government

Paul Robert Wetzel
Lecturer in Environmental Science and Policy
B.S. University of Michigan; M.S. Indiana University; Ph.D. Iowa State University

Grant Wilson
Five College Lecturer in Astronomy
Jeremy N. Wolf  
*Lecturer in Government*
B.A. Simon’s Rock College of Bard; Ph.D. University of Massachusetts Amherst

Alicia Peregrin Wolfe  
*Lecturer in Computer Science*
B.S, B.A Brown University; M.S., Ph.D. University of Massachusetts Amherst

Wendy Woodson  
*Five College Lecturer in Dance*

Min Su Yun  
*Five College Lecturer in Astronomy*

Nan Zhang  
*Lecturer in Theatre*
B.A. Beijing University; M.A, M.F.A. The Ohio State University

Ling Zhao  
*Lecturer in East Asian Languages and Literatures*
B.A. Beijing University; M.A Beijing Foreign Studies University

**Instructional Support Personnel**

Lokeilani Kaimana  
*Mendenhall Fellow in Film Studies*
A.B. Smith College; M.A. The New School

Kerry Buckley  
*Research Associate in American Studies*

W. T. Lhamon  
*Research Associate in American Studies*

Sherrie Marker, M.A.  
*Research Associate in American Studies*

Samuel Roberts, Ph.D.  
*Research Associate in American Studies*

Barry Werth  
*Research Associate in American Studies*

Suzannah Fabing, M.A.  
*Research Associate in Art*

Lou Ratte, Ph.D.  
*Research Associate in Art*

Denise Lello  
*Research Associate in Biological Sciences*

Gail Norskey, Ph.D.  
*Research Associate in Biological Sciences*

Shizuka Hsieh, Ph.D.  
*Research Associate in Chemistry*

Jing Hu, M.A.  
*Research Associate in East Asian Languages and Literatures*

Jason Heffner, M.A.  
*Research Associate in Education and Child Study*

Michael Clancy, Ph.D.  
*Research Associate in Government*

Christina Greer, Ph.D.  
*Research Associate in Government*

Ann Robbart, M.S.  
*Research Associate in Government*

Erika Laquer, Ph.D.  
*Research Associate in History*

Marshall T. Poe, Ph.D.  
*Research Associate in History*

Marylynn Salmon, Ph.D.  
*Research Associate in History*

John Sears, Ph.D.  
*Research Associate in History*

Garrett Washington, Ph.D.  
*Research Associate in History*

Robert Weir, Ph.D.  
*Research Associate in History*

Sebastian Zachary Schulman, B.A.  
*Research Associate in Jewish Studies*

sarah-marie belcastro, Ph.D.  
*Research Associate in Mathematics and Statistics*

Nicholas Horton, Sc.D.  
*Research Associate in Mathematics and Statistics*

Danielle Ramdath, Ph.D.  
*Research Associate in Mathematics and Statistics*

Anne Schwartz, Ph.D.  
*Research Associate in Mathematics and Statistics*

Andrew Lambert  
*Research Associate in Philosophy*

Janice Moulton, Ph.D.  
*Research Associate in Philosophy*

Meredith Michaels, Ph.D.  
*Research Associate in Philosophy*

Peter Pufall, Ph.D.  
*Research Associate in Psychology*

George Robinson, Ph.D.  
*Research Associate in Psychology*

Martha Teghtsoonian, Ph.D.  
*Research Associate in Psychology*

Robert Teghtsoonian, Ph.D.  
*Research Associate in Psychology*

Michelle Wick, Ph.D.  
*Research Associate in Psychology*

Benjamin Braude, Ph.D.  
*Research Associate in Religion*

Edward Feld, M.H.L.  
*Research Associate in Religion*

Philip Zaleski  
*Research Associate in Religion*

Edward Maeder  
*Research Associate in Theatre*

Nancy Rexford  
*Research Associate in Theatre*

Margaret Lysaght Thacher, M.S.  
*Laboratory Instructor in Astronomy*

Kalina Petrova Dimova, Ph.D.  
*Laboratory Instructor in Biochemistry*

Gabrielle Immerman, B.A.  
*Laboratory Instructor in Biological Sciences*

Lori Saunders, Ph.D.  
*Laboratory Instructor in Biological Sciences*

Mike Vargas  
*Musician in Dance Technique and Performance*

Jan Antonie Christiaan Vriezen, Ph.D.  
*Laboratory Instructor in Biological Sciences*

Judith Wopereis, M.Sc.  
*Laboratory Instructor in Biological Sciences*

Graham R. Kent, M.Sc.  
*Senior Laboratory Instructor in Biological Sciences*

Maria Bickar, M.Sc.  
*Laboratory Instructor in Chemistry*

Mohini Kulp, Ph.D.  
*Laboratory Instructor in Chemistry*
Rebecca Thomas, Ph.D.
Laboratory Instructor in Chemistry

Joseph C. Yeager, Ph.D.
Laboratory Instructor in Chemistry

Jing-ji Liaw
Teaching Assistant in East Asian Languages and Literatures

Joyce Palmer-Fortune, Ph.D.
Laboratory Instructor in Physics

Dana C. Parsons, M.S.
Laboratory Supervisor in Physics

David Palmer, Ph.D.
Assistant in Statistics, Psychology Department

Melissa Belmonte
Teaching Assistant in Spanish and Portuguese

Chalis Bird
Teaching Fellow in Biological Sciences

Ashanta Ester
Smith Fellow in Biological Sciences

Caroline Keroack
Santasiero Fellow in Biological Sciences

Caitlyn Kirby
Wilens Fellow in Biological Sciences

Marina Papaiaikovou
Wilens Fellow in Biological Sciences

Caitlin Schneider
Wilens/Santasiero Fellow in Biological Sciences

Allison Sirois
Wilens Fellow in Biological Sciences

Melissa Torres
Wilens Fellow in Biological Sciences

Mary Davis
Teaching Fellow in Dance

Barbara Diewald
Teaching Fellow in Dance

Eleanor Grace
Teaching Fellow in Dance

Emily Lukasewski
Teaching Fellow in Dance

Bronwen MacArthur
Teaching Fellow in Dance

Stephanie Maher
Teaching Fellow in Dance

Anne Rudnick
Teaching Fellow in Dance

Kathryn Seethaler
Teaching Fellow in Dance

Victor Brady
Teaching Fellow in Exercise and Sport Studies

Grady Congleton
Teaching Fellow in Exercise and Sport Studies

Brian Frodema
Teaching Fellow in Exercise and Sport Studies

Drew Hargrave
Teaching Fellow in Exercise and Sport Studies

Jacqueline Kleinhans
Teaching Fellow in Exercise and Sport Studies

Skyler Marcoux
Teaching Fellow in Exercise and Sport Studies

Lillian Patterson
Teaching Fellow in Exercise and Sport Studies

Carolyn Rivett
Teaching Fellow in Exercise and Sport Studies

Milana Socha
Teaching Fellow in Exercise and Sport Studies

Rebecca Waldo
Teaching Fellow in Exercise and Sport Studies

Jacqueline Ward
Teaching Fellow in Exercise and Sport Studies

Clifton Noble, Jr. B.A., M.A.
Accompanist, Department of Music

Genevieve Rose, B.M.
Director, Smith College Jazz Ensemble

Ellen Redman
Director, Smith College Wind Ensemble

Frederick Aldrich, B.A.
Performance Instructor in Music

Claire Arenius
Performance Instructor in Music

Sarah E. Briggs
Performance Instructor in Music

Phillip de Fremery
Performance Instructor in Music

Ron Gorevic
Performance Instructor in Music

Judith Gray, B.S., M.S.
Performance Instructor in Music

Donna Hebert
Performance Instructor in Music

Mary Hubbell
Performance Instructor in Music

Colleen Jennings
Performance Instructor in Music

Bruce Krasin
Performance Instructor in Music

Dominique LaBelle
Performance Instructor in Music

Kirsten Hadden Lipkens, B.M., M.M.
Performance Instructor in Music

Ellen Redman, B.Mus., M.Mus.
Performance Instructor in Music

Alice E. Robbins, A.B., Graduate Diploma Schola Cantorum Basiliensis
Performance Instructor in Music

Lynn Sussman, B.S., M.M.
Performance Instructor in Music

Yasuaki T. Suzuki
Performance Instructor in Music

Felice Swados
Performance Instructor in Music
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Director and Louise Ines Doyle ’34 Chief Curator
Margi Caplan, B.A.
Membership and Marketing Director
David Dempsey, M.A.
Associate Director of Museum Services
Aprile Gallant, M.A.
Curator of Prints, Drawings and Photographs
Maggie Lind, M.A., M.A.T.
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Manager of Security and Guest Services
Linda D. Muehlig, M.A.
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100 W. 80th Street, #3-E
New York, NY 10024

Susan Cernek ’02
96 Schermerhorn Street, Apt. 2-C
Brooklyn, NY 11201-5035

Jo Deutsch ’82
3205 Tremont Avenue
Cheverly, MD 20785-1136

Megan Gardner ’98
477 55th Street
Oakland, CA 94609

Ileana Jimenex ’97
1115 Prospect Avenue, #203
Brooklyn, NY 11218

Erinn McGurn ’94
44 8th Avenue, Apt. 5
Brooklyn, NY 11217

Joan Miller ’80
5769 Pershing Avenue
St. Louis, MO 63112

Sarah Cross Mills ’66
45 Eastern Promenade, Apt 3-K
Portland, ME 04101

Alexandra Quivin ’98
5355 Broadway
Oakland, CA 94618

Anjana Shalaya AC ’91
P.O. Box 4690
Kathmandu, Nepal

Katharine Swibold ’82
29 Independence Street
Tarrytown, NY 10591-4406

Sarah Trabucchi ’00
Chair, Nominating Committee
361 7th Avenue, Top Floor
Brooklyn, NY 11215

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and Executive Director of AASC

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Director of Reunions, Classes and
Clubs

Colleen Delvecchio
Director of Alumnae Engagement

Elizabeth Bigwood
Director of Travel and Education

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Alice Hearst (2015); James Henle (2016); Malcolm McNee (2016)

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Elliot Fratkin, Barbara Kellum, Richard Millington, Robert Newton, Kevin Rozario

Committee on Academic Priorities
Donald Baumer (2016); Martine Gantrel-Ford (2015); Bill Peterson (2015); Amy Rhodes (2017); Nancy Shumate (2015); Faculty Council Representative, non-voting (Barbara Kellum)

Committee on Educational Technology
Simon Halliday (2017); Dominique Thiebaut (2016); Hélène Visentin (2015)

Committee on Faculty Compensation and Development
Randall Bartlett (2016); Lauren Duncan (2015); Randy Frost (2015); Al Rudnitsky (2015); Elizabeth Spelman (2016); Faculty Council Representative, non-voting (Kevin Rozario)

Faculty Council
Elliot Fratkin (2017); Barbara Kellum (2016); Richard Millington (2015); Robert Newton (2015); Kevin Rozario (2017)

Committee on Grievance

Lecture Committee
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Committee on the Library
Craig Davis (2017); Justin Gregory (2015); Caroline Melly (2016); Kevin Shea (2015); Janie Vampée (2016)

Committee on Mission and Priorities
Nancy Bradbury (2015); Courtney Lannert (2016); Patrick Coby (2015); Faculty Council Representatives non-voting (Elliot Fratkin and Robert Newton)

Committee on Tenure and Promotion
Susan Levin (2015); Borjana Mikic (2015); William Oram (2016); Charles Staelin (2015); Dennis Yasutomo (2016)

Sarah Trabucchi ’00
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# Courses of Study, 2014–15

<table>
<thead>
<tr>
<th>Majors/Minors/Concentrations</th>
<th>Designation</th>
<th>Academic Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major and Minor in the Department of Afro-American Studies</td>
<td>AAS</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Minor in African Studies</td>
<td>AFS</td>
<td>I/II</td>
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<tr>
<td>Interdepartmental Major in American Studies</td>
<td>AMS</td>
<td>I/II</td>
</tr>
<tr>
<td>Interdepartmental Minor in Ancient Studies</td>
<td>ANS</td>
<td>I/II</td>
</tr>
<tr>
<td>Major in Anthropology</td>
<td>ANT</td>
<td>II</td>
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<tr>
<td>Minor in Arabic</td>
<td>ARA</td>
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<tr>
<td>Interdepartmental Minor in Archaeology</td>
<td>ARC</td>
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<tr>
<td>Concentration in Archives</td>
<td>ARX</td>
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<tr>
<td>Majors and Minors in the Department of Art</td>
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<tr>
<td>Minor: Graphic Art</td>
<td>ARG</td>
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<tr>
<td>Majors and Minors: History of Art</td>
<td>ARH</td>
<td>I</td>
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<tr>
<td>Studio Art</td>
<td>ARS</td>
<td>I</td>
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<tr>
<td>Architecture and Urbanism</td>
<td>ARU</td>
<td>I</td>
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<tr>
<td>Minor in Arts and Technology</td>
<td>ATC</td>
<td>I/III</td>
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<tr>
<td>Major and Minor in the Five College Department of Astronomy</td>
<td>AST</td>
<td>III</td>
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<tr>
<td>Interdepartmental Minor in Astrophysics</td>
<td>APH</td>
<td>III</td>
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<tr>
<td>Interdepartmental Major in Biochemistry</td>
<td>BCH</td>
<td>III</td>
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<td>BIO</td>
<td>III</td>
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<tr>
<td>Concentration in Bio-Mathematical Sciences</td>
<td>BMX</td>
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<tr>
<td>Concentration in Book Studies</td>
<td>BKK</td>
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<tr>
<td>Concentration in Buddhist Studies</td>
<td>BUX</td>
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<tr>
<td>Major and Minor in the Department of Chemistry</td>
<td>CHM</td>
<td>III</td>
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<tr>
<td>Majors and Minors in the Department of Classical Languages and Literatures</td>
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</tr>
<tr>
<td>Majors and Minors: Classics</td>
<td>CLS</td>
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<tr>
<td>Greek</td>
<td>GRK</td>
<td>I</td>
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<tr>
<td>Latin</td>
<td>LAT</td>
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<tr>
<td>Major: Classical Studies</td>
<td>CST</td>
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<tr>
<td>Concentration in Community Engagement and Social Change</td>
<td>CXX</td>
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<tr>
<td>Interdepartmental Major in Comparative Literature</td>
<td>CLT</td>
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<tr>
<td>Major in the Department of Computer Science</td>
<td>CSC</td>
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<tr>
<td>Minors: Theory</td>
<td>CSC</td>
<td>III</td>
</tr>
<tr>
<td>Programming</td>
<td>CSC</td>
<td>III</td>
</tr>
<tr>
<td>Digital Art</td>
<td>CDA</td>
<td>III</td>
</tr>
<tr>
<td>Digital Music</td>
<td>CDM</td>
<td>III</td>
</tr>
<tr>
<td>Systems</td>
<td>CSA</td>
<td>III</td>
</tr>
<tr>
<td>Computer Science and Language</td>
<td>CSL</td>
<td>III</td>
</tr>
<tr>
<td>Mathematical Foundations of Computer Science</td>
<td>CSF</td>
<td>III</td>
</tr>
<tr>
<td>Major and Minor in the Five College Dance Department</td>
<td>DAN</td>
<td>I</td>
</tr>
<tr>
<td>Major and Minor in the Department of East Asian Languages and Literatures*</td>
<td></td>
<td></td>
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<tr>
<td>Major: East Asian Languages and Cultures</td>
<td>EAC</td>
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</tr>
<tr>
<td>Minor: East Asian Languages and Literatures</td>
<td>EAL</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in East Asian Studies</td>
<td>EAS</td>
<td>I/II</td>
</tr>
<tr>
<td>Major and Minor in the Department of Economics</td>
<td>ECO</td>
<td>II</td>
</tr>
<tr>
<td>Major and Minor in the Department of Education and Child Study</td>
<td>EDC</td>
<td>II</td>
</tr>
<tr>
<td>Major and Minor in the Department of Engineering</td>
<td>EGR</td>
<td>III</td>
</tr>
</tbody>
</table>

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

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)
| Major and Minor in the Department of English Language and Literature | ENG | I |
| Environmental Concentration | ENX |  |
| Environmental Concentration in Climate Change | EXC | I/II/III |
| Environmental Concentration in Food Sustainability | EXF |  |
| Interdepartmental Major and Minor in Environmental Science and Policy | ENV | I/II/III |
| Interdepartmental Minor in Ethics | ETH | I/II/III |
| Minor in the Department of Exercise and Sport Studies | ESS | III |
| Interdepartmental Minor in Film Studies | FLS | I/II |
| First-Year Seminars | FYS | I/II/III |
| Major in the Department of French Studies | FRN | I |
| Major and Minor in the Department of Geosciences | GEO | III |
| Major and Minor in the Department of German Studies | GER | I |
| Global Engagement Seminars | GES |  |
| Concentration in Global Financial Institutions | GFX |  |
| Interdepartmental Minor in Global South Development Studies | GSD | I/II |
| Major and Minor in the Department of Government | GOV | II |
| Major and Minor in the Department of History | HST | II |
| Interdepartmental Minor in History of Science and Technology | HSC | I/II/III |
| Major and Minor in the Department of Italian Language and Literature | ITL | I |
| Major: Italian Studies | ITS | I |
| Interdepartmental Major and Minor in Jewish Studies | JUD | I/II |
| Minor in Landscape Studies | LSS | I/II/III |
| Interdepartmental Major and Minor in Latin American and Latino/a Studies | LAS | I/II |
| Major: Latino/a Studies | LAL | I/II |
| Interdepartmental Minor in Linguistics | LNG | I/II/III |
| Interdepartmental Minor in Logic | LOG | I/III |
| Interdepartmental Minor in Marine Science and Policy | MSC | III |
| Major and Minor in the Department of Mathematics and Statistics | MTH | III |
| Interdepartmental Major and Minor in Medieval Studies | MED | I/II |
| Interdepartmental Minor in Middle East Studies | MES | I/II |
| Concentration in Museums | MUX |  |
| Major and Minor in the Department of Music | MUS | I |
| Interdepartmental Major and Minor in Neuroscience | NSC | III |
| Major and Minor in the Department of Philosophy | PHI | I |
| Major and Minor in the Department of Physics | PHY | III |
| Concentration in Poetry | PUX |  |
| Major and Minor in the Department of Psychology | PSY | III |
| Interdepartmental Minor in Public Policy | PPL | II/III |
| Major and Minor in the Department of Religion | REL | I |
| Interdepartmental Majors in Russian, East European and Eurasian Studies | RES | I/II |
| Russian, East European and Eurasian Studies | RES | I/II |
| Language and Literature | RLL | I/II |
| Major and Minor in the Department of Sociology | SOC | II |
| Concentration in South Asia | SAX |  |
| Majors and Minors in the Department of Spanish and Portuguese* | SPP | I |
| Spanish | SPN | I |
| Portuguese-Brazilian Studies | SPB | I |
| Interdepartmental Minor in Statistical and Data Sciences | SDS | III |
| Major and Minor in the Department of Theatre | THE | I |
| Translation Studies Concentration | TSX |  |
| Interdepartmental Minor in Urban Studies | URS | I/II |
| Interdepartmental Major and Minor in Study of Women and Gender | SWG | I/II/III |
| Women’s Education Concentration | WEX |  |

**Other**

Extradepartmental Course in Accounting | ACC | II |
Interdepartmental Courses | EDP |  |
Quantitative Courses for Beginning Students | QSK | I/II/III |
Deciphering Course Listings

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

- **100 level** Introductory courses (open to all students)
- **200 level** Intermediate courses (may have prerequisites)
- **300 level** Advanced courses (have prerequisites)
- **400 level** Independent work, numbered as follows:
  - **400** 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.

A “i” after the course number indicates a course offered for credit during Inter-term, 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:
- **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 2014–15
- **#2** absent fall semester 2015–16
- **##1** absent spring semester 2014–15
- **##2** absent spring semester 2015–16
- **†1** absent academic year 2014–15
- **†2** absent academic year 2015–16
- **§1** director of a Study Abroad Program, academic year 2014–15
- **§2** director of a Study Abroad Program, academic year 2015–16

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, except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

**Other Symbols and Abbreviations**

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

(): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.  
(E): An “E” in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.  
(C): The history department uses a “C” in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.  
(L): The history department uses an “L” in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.  
(MI): The anthropology department uses “MI” in parentheses after the course number to designate a course that is method intensive.  
(TI): The anthropology department uses “TI” in parentheses after the course number to designate a course that is theory intensive.  
L: The dance and theatre departments use an “L” to designate that enrollment is limited.  
P: The dance and theatre departments use a “P” to designate that permission of the instructor is required.  
AP: Advanced Placement.  
S/U: Satisfactory/unsatisfactory.  
WI: Writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.  

{ } Major fields of knowledge course designation. Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (if a course is fewer than four credits but designated for Latin Honors, this will be indicated.) Following is a listing of the major fields of knowledge; multiple designations are separated by a slash, e.g., {L/H/F}:

L Literature  
H Historical studies  
S Social science  
N Natural science  
M Mathematics and analytic philosophy  
A The arts  
F A foreign language
African Studies

Advisers and Members of the African Studies Committee:

†1 Jeffrey S. Ahlman, Assistant Professor of History
Kim Yi Dionne, Assistant Professor of Government
Kim Yi Dionne, Assistant Professor of Government
†2 Elliott Fratkin, Professor of Anthropology
Caroline M. Melly, Assistant Professor of Anthropology
Albert G. Mosley, Professor of Philosophy, Director
Katwiwa Mule, Associate Professor of Comparative Literature
11 Gregory White, Professor of Government
**2 Louis Edward Wilson, Professor of Afro-American Studies

The Minor

The African studies minor at Smith allows students to complement their major with a program that provides a systematic introduction to the complex historical, political and social issues of the African continent. The minor is structured to give the student interdisciplinary training within key fields of knowledge: arts and literature, historical studies and social sciences.

Requirements: Six semester courses on Africa are required. One course must be drawn from each of the following three fields:

Arts, Literature and Humanities; Historical Studies; Social Sciences

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

Language: Students interested in African studies are encouraged to study French, Portuguese or an African language. 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 and literature.

Students with required language proficiency may apply for the Five College African Studies Certificate.

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.

AFS 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, internships, research and study-abroad, experiences of course 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 the coming decades. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial coursework in African studies or those with study-abroad experience in Africa. Enrollment limited to 18. {H} {S} Credits: 4

Instructor: TBA
Offered Spring 2015

Arts, Literature and Humanities

CLT 205 Twentieth-Century Literatures of Africa

A study of the major writers of modern Africa, with emphasis on several key questions: How did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do these writers articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Texts may include Achebe’s Things Fall Apart, Ngũgĩ wa Thiong’o’s The River Between, Tsitsi Dangarembga’s Nervous Conditions, David Mulwa’s We Come in Peace, Njabulo Ndebele’s The Cry of Winnie Mandela, and Ama Ata Aidoo’s Our Sister Killjoy. The course will also include some films such as Congo: White King, Red Rubber, Black Death, Tsotsi; and District 9. {L} Credits: 4

Katwiwa Mule
Offered Fall 2014

CLT 206 Empathy, Rage and Outrage: Female Genital Excision in Literature and Film

This colloquium will examine the representations of female genital cutting through the literature and film of the African and the African diaspora. Using a variety of sources—literary documents, films, cartoons, posters, essays and manuals—we will focus especially on the politics and controversies surrounding this issue by posing and answering the following questions: What are the parameters of the discourse of female genital excision? What is the appropriate way to name and combat the practice? Who is authorized to speak on behalf of African women? Why has Western feminist insurgency failed to register any meaningful success in promoting change? Is there any relationship between imperialism and the discourse of female genital excision? Are comparisons between cosmetic surgeries in the West and FGC legitimate? Enrollment limited to 20. {L} Credits: 4

Katwiwa Mule
Offered Spring 2015

CLT 206 Studies in South African Literature and Film

Adapting Violence to the Screen in South African Film

This course explores South African literature and film since 1948, in their historical, social and political contexts. How do writers and film makers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film and other texts such as testimonies from the Truth and Reconciliation Commission function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalisms and the often hollow post-apartheid discourse of nonracial “New South Africa”? Texts include testimonies from the Truth and Reconciliation Commission, novels such as Alan Paton’s Cry the Beloved Country, Mazizi Kunene’s Mandela’s Ego, Njabulo Ndebele’s The Cry of Winnie Mandela, Nadine Gordimer’s July’s People, J.M. Coetzee’s Waiting for the Barbarians, Athol Fugard’s Tsotsi and Zoe Wicomb’s You Can’t Get Lost in Cape Town. We will also analyze films such as Cry the Beloved Country, Sarafina!, Tsotsi, Cry Freedom and South Africa Belongs to Us. {E} {L} Credits: 4

Katwiwa Mule
Offered Spring 2015
FRN 230 Colloquium in French Studies
A gateway to more advanced courses, this colloquium develops 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 16. Basis for the major in French studies. Prerequisite: FRN 220 or permission of the instructor.

Women Writers of Africa and the Caribbean
An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics to be studied include colonialism, exile, motherhood, and intersections between class and gender. Our study of these works and of the French language will be informed by attention to the historical, political, and cultural circumstances surrounding women writers in former French colonies. Texts will include works by Mariama Bâ, Maryse Condé, Yamina Benguiguï and Marie-Célie Agnant. [F] (L) Credits: 4

Dawn Fulton
Offered Fall 2014

FRN 252 French Cinema
Cities of Light: Urban Spaces in Francophone Film
From Paris to Fort-de-France, Montreal to Dakar, we will study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for insiders and outsiders? Other topics to be discussed include immigration, colonialism and globalization. This course will be featured works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Offered in French. Prerequisite: FRN 230 or permission of the instructor. Weekly required screenings. FRN 252 may be repeated for credit with another topic. [A] (F) (L) Credits: 4

Dawn Fulton
Offered Fall 2014

FRN 262 After Algeria: Revolution, Republic and Race in Modern France
For the last two centuries, one could argue that it is the Franco-Algerian relationship that has been decisive in the construction of modern France. From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea—passions frequently resulting in violence that has not entirely subsided. Memory of a conflictual present and past has required continual mediation among involved actors. In the 50-plus years that have passed since Algerian independence, France and the French have increasingly confronted echoes of their colonial past as a result of pervasive debates around immigration, multiculturalism and national identity. Through a variety of perspectives and readings, we will explore a post-Algerian French society that appears to be permanently marked by its Algerian experience through a variety of perspectives and readings. Can a late 20th-century discourse of socio-economic, cultural, ethnic and religious diversity, all shaped by the Algerian episode, be reconciled with republican norms? To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? [F] (L) (S) Credits: 4

Jonathan Gosnell
Offered Spring 2015

FRN 365 Francophone Literature and Culture
Scandals and Spin Control: Francophone Literature in the Media
How much control does or should a writer have over his or her public image? Should artists be held responsible for the political or social consequences of their work? How do such questions as censorship and plagiarism play out when racial, religious or sexual difference is at stake? This course will examine literary texts and essays by some of the more controversial names in contemporary Francophone literature, to be studied alongside films, interviews, television appearances, and critical and popular reviews. Works include those by Calixthe Beyala, Rachid Bouchareb, Maryse Condé, and Dany Laferrière. [F] (L) Credits: 4

Dawn Fulton
Offered Spring 2015

FRN 380 Topics in French Cultural Studies
Travel Writing and Personal Discovery
A survey of Francophone travel writing from the 16th to the 21st centuries. Students are exposed to a literary form that achieved popularity and cultural prestige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and non-fictional accounts reflecting different geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia, and Thailand. [F] (L) Credits: 4

Mohammed Mack
Offered Fall 2014

FYS 165 Childhood in African Literature
This course is a study of childhood as an experience in the present and as a transition into adulthood, as well as the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile, and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsetsi Dangarembga’s Nervous Conditions, Zoe Wicomb’s You Can’t Get Lost in Cape Town, Ngũgĩ wa Thiong’o’s Weep Not Child and Tahar Ben Jelloun’s The Sand Child. This course counts toward the Comparative Literature major. Enrollment limited to 16 first-year students. (L) [W] Credits: 4

Katiriwa Mute
Offered Fall 2014

Historical Studies

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

Louis Wilson
Offered Fall 2014

AAS 218 History of Southern Africa (from 1600 to about 1900)
The history of southern Africa—which comprises a number of states including South Africa, Zimbabwe, Namibia, Angola, and Lesotho—is very complex. To develop a historical understanding of the Khoisan- and Bantu-speaking peoples, students must know the history of Europeans and Asians of the region. Therefore, the focus of this course will be on understanding the historical, cultural and economic interrelationships among the various ethnic groups, cultures and political forces that have evolved in southern Africa since about 1600. (H) Credits: 4

Louis Wilson
Not Offered This Academic Year
HST 234 (C) Global Africa
Frustrated by historical models focused on 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 course queries how African peoples living both inside and outside the continent shaped (and reshaped) their views of themselves and their communities over seemingly vast distances in time and space. [H] Credits: 4
Jeffrey Ahlman
Offered Fall 2014

HST 257 (L) Early African History to 1800
This course is a general introductory survey of African history to 1800. It provides students with a framework both 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 historical landscapes. Key subjects addressed in the course 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] Credits: 4
Jeffrey Ahlman
Offered Fall 2014

HST 258 (L) 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 the construction of ethnic identities, abolition and enslavement, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. [H] [S] Credits: 4
Jeffrey Ahlman
Offered Fall 2014

HST 259 (C) Aspects of African History
Decolonization, Nation and Political Imagination in Africa
This course explores the politics of decolonization and nationalism in 20th-century Africa, while paying particular attention to the ways in which diverse groups of Africans—women, ethnic and racial minorities, political exiles, youth, and expatriates, among others—articated their unique views of the “nation” as they made the transition from colonial to self-rule. Key topics include issues of resistance and collaboration in African anticolonial movements, gender and popular culture in late colonial and postcolonial Africa, the Cold War, and the promise and disappointment of the postcolonial state. Enrollment limited to 18 students. [H] Credits: 4
Jeffrey Ahlman
Offered Spring 2015

AAS 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] Credits: 4
Louis Wilson
Offered Fall 2014

Social Sciences

ANT 230 Peoples and Cultures of Africa
This course looks at peoples and cultures of Africa with a focus on population, health and environmental issues on the African continent. The course discusses the origin and growth of human populations, distribution and spread of language and ethnic groups, the variety in food-production systems (foraging, fishing, pastoralism, agriculture, industrialism); demographic, health; environmental consequences of slavery, colonialism and economic globalization; and contemporary problems of drought, famine and AIDS in Africa. Enrollment limit of 30. [S] Credits: 4
Elliot Fratkin
Offered Fall 2015

ANT 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 communications and modernity. Enrollment limited to 30. [S] Credits: 4
Caroline Melly
Offered Spring 2016

ANT 348 Seminar: Topics in Development Anthropology
Health in Africa
This seminar focuses on issues of demography, health, nutrition and disease on the African continent, contextualized in the social, economic and political activities of human populations. The course discusses the distribution and food-production systems of human groups in particular environments; the incidence and prevalence of infectious diseases, including malaria, tuberculosis, river blindness, measles and HIV/AIDS, and varying approaches to health care including traditional medicine and the availability of Western treatment. Background in African studies or medical anthropology preferred. [S] Credits: 4
Elliot Fratkin
Offered Fall 2014

ECO 311 Seminar: Topics in Economic Development
The Political Economy of Development in Africa
Since postcolonial times, Africa has seen both hope and despair in terms of its development. In this seminar, we will explore the roles of the various factors at play in the development of African states and the uplifting from poverty of individual Africans. In particular, we will look at infrastructure and investment; health and education; trade, finance, and markets; the choice of policy; and the effects of institutions, governance and politics. We will also try to make sense of the differences and similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253. Recommended: ECO 211 or ECO 213. [S] Credits: 4
Simon Halliday
Offered Spring 2015

GOV 225 Ethnic Politics in Comparative Perspective (C)
What is the relationship between ethnicity and politics? When does ethnic difference lead to competition and conflict? Does ethnocracy encourage greater cooperation and provision of public goods? This course explores these and related questions by looking at experiences across the world. Though reading material will consist of scholarship from the American context, the focus will be on ethnicity and politics in other countries. Enrollment limited to 20 students. [S] Credits: 4
Kim Dionne
Offered Fall 2014
GOV 232 The Politics of Intervention in Africa
Africa is a primary target for aid intervention as it is the region with the highest poverty and suffers from recurring humanitarian challenges. This course will review international interventions in Africa—both military and humanitarian—to identify patterns of provision of aid and critically examine the motivations behind intervention. Through a close reading of books describing different types of intervention, we will study the success of these interventions, but more often, we will try and diagnose the patterns of failure in attempting to improve the human condition. Our collective goal is to identify the framework through which an intervention has a chance to succeed in an African context. (S) Credits: 4
Kim Dionne
Offered Spring 2016

GOV 325 Seminar in Comparative Government
LGBT Politics in Africa
This course is intended to interrogate same-sex politics in contemporary Africa. Because little has been written about same-sex politics in Africa in the political science discipline, we will draw primarily from texts written by sociologists, anthropologists, historians, and activists. Building on this multidisciplinary corpus, we will examine same-sex issues using a political scientist’s lens. Some examples of what we will cover: colonial legacy on policy towards sexual minorities, contemporary public opinion toward same-sex relationships, homophobia as a valence vs. wedge issue, the relative power of transnational movements for LGBT rights, etc. Our collective goal is to better understand the landscape that ordinary Africans navigate with respect to same-sex issues, and the role of politics in public opinion and policy formation. (S) Credits: 4
Kim Dionne
Offered Fall 2015

GOV 347 Seminar in International Politics and Comparative Politics
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) Credits: 4
Gregory White
Offered Fall 2015
Afro-American Studies

Professors
† Paula J. Giddings, B.A.
Andrea D. Hairston, M.A., (Theatre and Afro-American Studies), Chair
Kevin Everod Quashie
**1,2**Louis Edward Wilson, Ph.D.

Associate Professors
Daphne M. Lamothe, Ph.D.

Assistant Professor
Riché J. Daniel Barnes, Ph.D.

Lecturers
Shani Roper, Postdoctoral Fellow

Mission
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 multidisciplinary endeavor, our interrogations begin not with race not as an assumed concept but as a site of profound social formation that must be considered in relation to gender, class, nationality, ethnicity, religion and sexuality. We understand our mandate to be twofold: 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, unpack 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 diasporic 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
• examining classic texts or figures, or historical periods or movements
• considering the aesthetic principles undergirding 19th- and 20th-century African American culture
• exploring texts, movements or events from many disciplinary standpoints
• considering the impact of gender, class, nationality, ethnicity, religion and sexuality on African American culture
• thinking intellectually about the African diaspora
A major is also strongly encouraged to study abroad and to take courses in all seven areas of Latin distribution.

The major consists of 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 be substituted 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 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 course; and at least one of which must have a primary focus on the African diaspora.

Pathways Through the Major
1. History
AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America

2. Literature/Cultural Studies
AAS 170 Survey of Afro-American Literature 1746–1900
AAS 175 African American Literature 1900–Present
AAS 345 Classic Black Texts

3. Social Science
AAS 327 Seminar: Race and Class in Conflict: The Rise of the Black Middle Class (Capstone Course)
AAS 389 Black Women, Work and Family

4. Black Women’s Studies
AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
AAS 345 Black Feminist Theories
AAS 389 Black Women, Work and Family

5. Diaspora Studies
AAS 370 Seminar: Modern Southern Africa

Adviser for Study Abroad: Riché Barnes

Honors
Director: Daphne Lamothe

AAS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

AAS 431 Honors Project
Credits: 8
Offered Fall 2014
Please consult the director of honors or the departmental website for specific requirements and application procedures.

AAS 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 about, write about, view and listen to black culture. {S} Credits: 4
Kevin Quasbie
Offered Fall 2014

AAS 117 History of Afro-American People to 1960
An examination of the broad contours of the history of Afro-American people in the United States from ca. 1600–1960. Particular emphasis will be given to how Africans influenced virtually every aspect of U.S. society; slavery and constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington and Marcus Garvey; and the rise and fall of racial segregation in the United States. {H} Credits: 4
Louis Wilson
Offered Fall 2014

AAS 155 Introduction to Black Women’s Studies
This course will examine historical, critical and theoretical perspectives on the development of black feminist theory/praxis. The course will draw from the 19th century to the present, but will focus on the contemporary black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on Western and global feminisms. Central to our exploration will be the analysis of the intersectional relationship between theory and practice, and of race, to gender and class. We will conclude the course with an exploration of various expressions of contemporary black feminist thought around the globe as a way of broadening our knowledge of feminist theory. {H} {S} Credits: 4
Riché Barnes
Not Offered this Academic Year

AAS 170 Survey of African American Literature, 1746–1900
Same as ENG 184. An introduction to the themes, issues and questions that shaped African American literature during its period of origin. Texts will include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnutt, Frederick Douglass and Phillis Wheatley. {L} Credits: 4
Daphne Lamothe
Offered Fall 2014

AAS 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. Approaches to the American South
Using the American South as a case study, this course will guide students an introduction to and practice with the tools of intellectual investigation in the study of African American history and culture/racial formations in the United States. Students will read, attend lectures and learn from scholars whose work is based in specific disciplines (especially history, literature, cultural studies and the social sciences). They will also learn the challenges and opportunities made possible by doing interdisciplinary research. Using the multi- and interdisciplinary approach to a single topic or text (in the case of this semester, the South), students will learn how scholars in each discipline frame research questions, take certain kinds of research approaches and use these various methods in conversation with one another. Finally, students will have an opportunity to develop their own research project related to the focus of this course (race, ethnicity and the social construction of identity) by means of library and media-based research. {S} Credits: 4
Paula Giddings
Not Offered This Academic Year

AAS 202 Topics in Black Studies
Race and Love
Same as ENG 209. In this course, we will study the ways that black essayists negotiate ideas about race through notions of love: What does it mean to figure one’s humanity through the miasma of race and how is love as a concept and the form of the essay relevant to this figuring? Here we will think about race intersectionally, as a term that is only meaningful if one notices its invocation of gender, class and sexuality. We will read works by James Baldwin, Toni Morrison, Zadie Smith, Reginald Shepherd, Audre Lorde, bell hooks, Alice Walker, Cornel West, Jamaica Kincaid, Essex Hemphill, Hilton Als and Toni Cade Bambara. Prerequisite: AAS 111 or permission of the instructor. Enrollment limited to 20. {L} Credits: 4
Kevin Quasbie
Offered Spring 2015

The Color Blind Bind
This course takes as its departure, Lee Baker’s text From Savage to Negro and his final chapter in particular, “The Color Blind Bind,” in which he articulates the complexities of eradicating race as a meaningful concept while simultaneously dealing with its resultant institutionalized effects. Students will be asked to think through the historical formation of race as a concept, structure, and as a lived reality; what it means to be color-blind and/or post-race at this juncture in primarily U.S. society; and ways to think analytically about coalition building across race and other matrices of oppression. {S} Credits: 4
Riché Barnes
Offered Spring 2015

Children in the Atlantic World
Throughout the African diaspora in the Atlantic world, children were active participants in maintaining slave economies. They began working on plantations from as early as the age of six. In the aftermath of emancipation (in both United States and Caribbean contexts) children’s labor continued to play an important role in the economic stability of family life as well as in the hope for social and economic mobility. This course explores the evolving definition of childhood by using the experiences of children belonging to African American and Anglo Afro-Caribbean communities to examine how their lives were shaped by those around them, as well as by poverty, illness, race, gender and class. Students will engage both secondary and primary sources in the thematic reconstruction of childhood in the African diaspora, from slavery to the First World War. (E) {H} 4
Shani Roper
Offered Spring 2015

AAS 212 Family Matters: Representations, Policy and the Black Family
In this course, we will examine contemporary African American families from both a sociocultural and a socioeconomic perspective. We will explore the issues
facing African American families as a consequence of the intersection of race, class and gender categories in America. The aim of this course is to broaden students' knowledge of the internal dynamics and diversity of African American family life and to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of African American families. [S] Credits: 4
**Riché Barnes**
Not Offered This Academic Year

**AAS 232 The Black Church in the United States**
This course is a sociocultural view of the black church. It focuses attention on the development of the black church in the United States 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 in the United States. 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. Tools of the course will be scholarly texts as well as film and ethnography. Students will conduct exploratory/qualitative research as a major component of course requirements. [H][S] Credits: 4
**Riché Barnes**
Offered Fall 2014

**AAS 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 sociohistorical 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] Credits: 4
**Riché Barnes**
Offered Spring 2015

**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 that contributed to the formative years of the civil rights movement, 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. Enrollment limited to 40. [H] Credits: 4
**Louis Wilson**
Not Offered This Academic Year

**AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America**
This interdisciplinary colloquial 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] Credits: 4
**Shani Roper**
Offered Fall 2014

**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 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—that is, the history of free blacks before the passage of the 13th Amendment. Recommended background: AAS 117. [H] Credits: 4
**Louis Wilson**
Not Offered This Academic Year

**AAS 336 Seminar: Contemporary Topics in Afro-American Studies**
*Exiles, Transplants and In-betweeners: Literatures of the African Diaspora*
Same as ENG 316. 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 that 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”—those 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 Afro-American studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores. [L] Credits: 4
**Daphné Lamotte**
Offered Spring 2015

**AAS 360 Seminar: Toni Morrison**
Same as ENG 323. 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] Credits: 4
**Kevin Quashie**
Offered Fall 2014

**AAS 366 Seminar: Contemporary Topics in Afro-American Studies**
*Hip-Hop and the Global Politics of Race*
Careful not to essentialize a “black” experience, this seminar seeks to explore the recent turn in scholarship that examines the sociocultural dynamics involved in the trafficking and spread of rap music and hip-hop culture globally. Using ethnographies that privilege African and African-descended sites, we will investigate the extent to which race shapes the lived experiences of these populations, and the extent to which hip-hop’s black cultural framings facilitate new black identities that see themselves as connected to the African diaspora. [S] Credits: 4
**Riché Barnes**
Offered Fall 2014

**AAS 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 beginning in 1948. [H][S] Credits: 4
**Louis Wilson**
Offered Fall 2014

**AAS 400 Special Studies**
By permission of the department, for junior and senior majors. Credits: 1 to 4
**Instructor: TBA**
Offered Fall 2014, Spring 2015
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 348 Seminar: Topics in Development Anthropology
Health in Africa
Offered Fall 2014

CLT 205 20th-Century Literatures of Africa
Offered Fall 2014

ECO 311 Seminar: Topics in Economic Development
The Political Economy of Development in Africa
Offered Spring 2015

HST 259 (C) Aspects of African History
Decolonization, Nation and Political Imagination in Africa
Offered Spring 2015

ENG 241 The Empire Writes Back: Postcolonial Literature
Offered Fall 2014

FRN 230 Colloquium in French Studies
Women Writers of Africa and the Caribbean
Offered Fall 2014

HST 234 (C) Global Africa
Offered Fall 2014

HST 257 (L) Early African History to 1800
Offered Fall 2014

HST 258 (L) Modern Africa since 1800
Offered Spring 2015

CLT 266 Studies in South African Literature and Film
Adapting Violence to the Screen in South African Film
Offered Spring 2015

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861
Offered Fall 2014, Fall 2015

HST 266 (L) The Age of the American Civil War
Offered Spring 2015, Spring 2016

HST 270 (C) Aspects of American History
Anatomy of a Slave Revolt
Offered Spring 2015

HST 371 Seminar: Problems in 19th-Century U.S. History
Remembering Slavery: A Gendered Reading of the WPA Slave Interviews
Offered Fall 2014, Fall 2015

PSY 263 Psychology of the Black Experience
Offered Spring 2015

SWG 100 Issues in Queer Studies
Offered Spring 2015

POR 381 Seminar in Portuguese and Brazilian Studies
Angola, Brazil and Cuba: Race, Nation and Narrative
Offered Spring 2015

SWG 300 Special Topics in the Study of Women and Gender
The Gay ‘80s
Offered Spring 2015

THE 319 Shamans, Shape-Shifters and the Magic “If”
Offered Fall 2014

FYS 148 Migration Stories: Border-Crossing and Becoming in African-American Literature
Offered Fall 2014

PHI 304 Colloquium in Applied Ethics
Affirmative Action: International Perspectives
Offered Fall 2014
American Studies

1 Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
2 Richard H. Millington, Ph.D., Professor of English Language and Literature
**1,2** Michael T. Thurston, Ph.D., Professor of English Language and Literature, Director
**1** Steve Michael Waksman, Ph.D., Professor of Music
Floyd Cheung, Ph.D., Associate Professor of English Language and Literature
Kevin L. Rozario, Ph.D., Associate Professor of American Studies
Richard Chu, Ph.D., Five College Associate Professor of History
Christen Mucher, Ph.D., Assistant Professor of American Studies
Sujani K. Reddy, Ph.D., Five College Assistant Professor of Asian Pacific American Studies
Walter Lane Hall-Witt, M.A., Director; American Studies Diploma Program
Barbara Mathews, Ph.D., Lecturer
Ellen Wiley Todd, Ph.D., Lecturer

Joan Leiman Jacobson Visiting Non-fiction Writer
Dava Sobel

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

American Studies Committee
1 Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study
John H. Davis, Ph.D., Professor of Art
Michael E. Gorra, Ph.D., Professor of English Language and Literature
Alice L. Hearst, Ph.D., J.D., Professor of Government
2 Richard H. Millington, Ph.D., Professor of English Language and Literature
**1,2** Michael T. Thurston, Ph.D., Professor of English Language and Literature
1 Susan R. Van Dyne, Ph.D., Professor of the Study of Women and Gender
1,2 Louis Edward Wilson, Ph.D., Professor of Afro-American Studies
Justin Daniel Cammy, Ph.D., Associate Professor of Jewish Studies
Floyd Cheung, Ph.D., Associate Professor of English Language and Literature
**1** Jennifer Mary Guglielmo, Ph.D., Associate Professor of History
Alexandra Linden Miller Keller, Professor of Film Studies
Daphne M. Lamothe, Ph.D., Associate Professor of Afro-American Studies
Kevin L. Rozario, Ph.D., Associate Professor of American Studies
1 Steve Michael Waksman, Ph.D., Professor of Music
Frazer D. Ward, Ph.D., Associate Professor of Art
2 Christen Mucher, Ph.D., Assistant Professor of American Studies
**1** Andrea Stephanie Stone, Ph.D., Assistant Professor of English
Joyce C. Follet, Ph.D., Coordinator of Collection Development Sophia Smith Collection
Walter Lane Hall-Witt, M.A., American Studies Diploma Program, Director

The Major

Advisers: Justin Cammy, Floyd Cheung, Rosetta Cohen, John Davis, Michael Gorra, Jennifer Guglielmo, Alice Hearst, Alexandra Keller, Daphne Lamothe, Richard Millington, Christen Mucher, Kevin Rozario, Christine Shelton, Andrea Stone, Michael Thurston, Susan Van Dyne, Steve Waksman, Frazer Ward and Louis Wilson

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 Rosario

Honors Director: Floyd Cheung

AMS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Floyd Cheung
Offered Fall 2014, Spring 2015

AMS 431 Honors Project
Credits: 8
Floyd Cheung
Offered Fall 2014

Please consult the director of honors or the departmental website 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.
AMS 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 United States plays in the world? How should we assess the institutional framework that underlies the implementation of freedom as a “way of life” in the United States—democratic politics, representative governance and market capitalism. This course is restricted to students in the Diploma Program in American Studies. Credits: 4
Walter Hall-Witt
Offered Fall 2014

AMS 570 Diploma Thesis
Credits: 4
Walter Hall-Witt
Offered Spring 2015

Courses

AMS 100 Ideas in American Studies
On the Media
This one-credit lecture series course surveys the history of media in America from the colonial period to the present. Lectures will address broadsides, newspapers and magazines, radio, film, television and contemporary digital media, and in each case will focus on how media construct political and social subjects and shape values, desires and debates in American culture. These combinations of survey and case study will bring into the discussion of media some treatment of the large themes with which American studies is concerned: race, ethnicity, gender, technology, consumerism, leisure, style, humor, music and the rapid expansion of America's service economy. Can be repeated twice for credit with a different topic. (E) Course taught by AMS faculty members (coordinated by Michael Thurston) Credits: 1
Members of the department
Offered Fall 2014

AMS 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. (H) (L) Credits: 4
Christen Mucher, Floyd Cheung, Spring 2015
Offered Spring 2015

AMS 202 Methods in American Studies
What do Americans want? What do they fear? What is an “American”? How do we draw the line between those who belong and those who do not? How do we define citizenship, its rights and responsibilities? How do race, gender, class and other differences affect the drawing of these boundaries, and the contents of consciousness? This course introduces some of the exciting and innovative approaches to cultural analysis that have emerged over the last three decades. Students apply these methods to a variety of texts and practices (stories, movies, television shows, music, advertisements, clothes, buildings, laws, markets, bodies) in an effort to acquire the tools to become skillful readers of American culture and to become more critical and aware as scholars and citizens. (H) (S) Credits: 4
Steve Waksman, Fall 2014
Kevin Rozario, Spring 2015
Offered Fall 2014, Spring 2015

AMS 203 Women, Sex and Gender in Early America
This course studies early America (1500–1820) with an explicit focus on the history of women while also considering changes in meanings and definitions of gender and sexuality over time. In addition to analyzing primary documents written by and about women, we consult the work of recent scholars in the fields of early American history, women's history, and gender and sexuality studies to help us interpret these voices from the past. The focus on women, gender and sexuality will prompt us to rethink the major issues in early American history, such as contact, colonization, slavery and freedom. (E) (H) Credits: 4
Christen Mucher
Offered Fall 2014

AMS 221 Colloquium
Topics course. Enrollment limited to 20.
From Civil Rights to Immigrant Rights: The Politics of Race, Nation and Migration Since World War II
This course defines, analyzes and interrogates processes of U.S. racial formation with a particular focus on immigration, immigrant communities and the question of immigrant rights. We 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 inquiry begins with World War II and its immediate aftermath, paying particular attention to struggles for civil rights, the continuity of race-based social justice movements, and the emergence of a “post-civil rights” political landscape in the United States. From there we will continue through to the present day. Enrollment limited to 20. (H) (S) Credits: 4
Sujani Reddy
Offered Spring 2015

AMS 230 Colloquium: The Asian/Pacific/American Experience
Through the course of the semester, students consider 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 interdisciplinary space marked by multiple communities, approaches, voices, issues, and themes. The course covers the first wave of Asian immigration in the 19th century, the rise of anti-Asian movements, the experiences 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 include but are not limited to racial formation, immigration, citizenship, transnationalism, gender and class. (H) (L) Credits: 4
Richard Chu
Offered Fall 2014

AMS 235 American Popular Culture
An analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to “read” popular culture, even as we study specific artifacts from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 35. Admission by permission of the instructor. (H) (S) Credits: 4
Kevin Rozario
Offered Fall 2014
AMS 237 The Material and Visual Culture of Consumerism in America, 1750–1914
What were the objects of desire in the decades leading up to and following the American Revolution? What kind of material world did Americans create by the turn of the 20th century? This course examines American consumerism and cultural change using material and visual culture as evidence. Students will have the unique opportunity to experience firsthand access to the rich collections at Historic Northampton, including household furnishings and historic dress. We will learn how to “read” objects as sources and develop skills for interpreting them. Through the study of local history, we will explore national and regional trends in material life while also recognizing global influence and exchange. Enrollment limit of 12 students. Credits: 4

Nan Wolverton
Offered Fall 2014

AMS 253 Native Literacies to 1880
This course explores the meaning and use of writing—in many forms—within Native communities in the Americas. We challenge the conventional understanding of writing by examining texts not usually considered as such—like hieroglyphic codices, wampum belts, khipu and winter counts—alongside poetry, sermons, memoirs and treaties. To facilitate this work, the course is arranged thematically, to tribe, technology or text, rather than chronology, allowing us to deepen our knowledge about the peoples and histories concerned each week. In addition, we 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. (E) (H) Credits: 4

Christen Mucher
Offered Spring 2015

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, Mass. Admission by permission of the instructor. {A} (H) Credits: 4

Barbara Matthews
Offered Spring 2015

AMS 324 Computers, the Internet and American Culture
Same as CSC 324. 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} Credits: 4

Kevin Rozario, Nicholas Howe
Offered Fall 2014

AMS 340 Symposium in American Studies
Topics course. 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 acceptable political, cultural and artistic expression over the course of American history. We will examine the foundations of free expression in the U.S. Constitution and the evolving understanding of freedom of expression in the First Amendment jurisprudence through the 19th and 20th centuries, and we will deal in some depth with examples of banned discourse. Our discussions will necessarily entail some materials deemed at various times and for various reasons to be seditious, offensive or obscene, though such material will always be framed by specific contents and questions and, in the most delicate cases, alternatives will be provided for students who wish to opt out. Permission of instructor required. {H} (S) Credits: 4

Michael Thurston
Offered Fall 2014

AMS 341 Symposium in American Studies
Topics course. Limited to senior majors.

American Undergrounds
Since the 1960s, “The Underground,” has been imagined as a privileged space of artistic innovation, political radicalism and authentic selfhood. Even today, hip-hop and punk musicians describe themselves as “underground” if they wish to emphasize their integrity; 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 “underground” (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} (S) Credits: 4

Kevin Rozario
Offered Spring 2015

AMS 351 Seminar: Writing About American Society
Same as ENG 384. Topic: The Climate of the Country.
In this class, students develop their skills in narrative, long-form nonfiction writing as they explore the ways that science and technology are transforming American culture. This course focuses on writing about the country’s weather and climate—past, present and future. As the United States confronts the consequences of global climate change, some sectors of the population continue to deny that any human-induced crisis looms. What is the scientific evidence to support the prediction of impending climate catastrophe? And why isn’t everyone swayed by that evidence? Course readings will include current reports in science news sources as well as poems, plays and historical and literary accounts by authors such as John McPhee, Andrea Barrett, Bill McKibben and Elizabeth Kolbert. Writing assignments will range from short descriptions of weather phenomena to longer essays and reported pieces. Admission by permission of the instructor, based on submitted writing samples. {L} (S) Credits: 4

Dava Sobel
Offered Spring 2015

AMS 400 Special Studies
Admission by permission of the instructor and the director. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

AMS 408D Special Studies
Admission by permission of the instructor and the director. This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015
Cross-listed and Additional Courses

FLS 241 Genre/Period
European precursors such as Sholem Aleichem and Kafka? Also includes critical
porary American comic masters such as Philip Roth, Mel Brooks, Woody Allen,
writers and performers on post-war American popular culture. What do contem-
humor, from Yiddish folk types to the influence of Jewish standup comedians,
culture? What do self-deprecation? The deflation of majority
Finding humor in tragedy? Explores the evolution of modern Jewish
from Yiddish folk types to the influence of Jewish standup comedians,
writers and performers on post-war American popular culture. What do contem-
American precursors such as Sholem Aleichem and Kafka? Also includes critical

Offered Spring 2015
Justin Cammy

The Western and American Identity After World War II
This class examines the relation of perhaps the defining American film genre
to questions of both American cinema and American identity. How are Westerns
reflective and symptomatic of vital issues in United States history and culture?
How does the genre help shape and define how Americans think of themselves?
When is the idea of nation a counterproductive way to think about cinema? How
do ideas of history and self inform cinema, and vice versa? How do we need to
adjust our own spectatorship as we engage in films from other places and times?
[A] Credits: 4
Alexandra Keller
Offered Spring 2015

AMS 410 Tutorial on Research Methods at the Smithsonian
Individual supervision by a Smithsonian staff member. Given in Washington, D.C. {H} {S}
Credits: 4
John Davis
Offered Fall 2014

AMS 411 Seminar: American Culture—Conventions and Contexts
Exhibiting Culture: An Introduction to Museum Studies in America.
This seminar examines the history, functions, and meanings of museums in
society, focusing primarily on the art museum in the United States. Drawing on
the ever-growing literature on museology, we will look critically at the ways that
museums—through their policies, programs, architecture, and exhibitions—
can define regional or national values, shape cultural attitudes and identities,
and influence public opinion about both current and historical events. As the
course is concerned with both theory and practice, and the intersection of the
two, we will make use of the rich resources of the Smithsonian as well as other
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can define regional or national values, shape cultural attitudes and identities,
and influence public opinion about both current and historical events. As the

Ellen Wiley Todd
Offered Fall 2014

AMS 412 Research Project at the Smithsonian Institution
Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. {H} {S}
Credits: 8
John Davis
Offered Fall 2014

American Studies
Ancient Studies

Advisers

*1 Scott Bradbury, Professor of Classical Languages and Literatures
Patrick Coby, Professor of Government
Joel Kaminsky, Professor of Religion
Barbara Kellum, Professor of Art

*2 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 found under the courses tab. (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 216 The Art and Architecture of the Roman World
Barbara Kellum
Offered Fall 2014

ARH 315 Studies in Roman Art
At Home In Pompeii
Barbara Kellum
Offered Spring 2015

CLS 150 Roots: Greek and Latin Elements in English
Nancy Shumate
Offered Spring 2015

CLS 227 Classical Mythology
Scott Bradbury
Offered Spring 2015

GRK 212 Introduction to Greek Prose and Poetry
Carrie Mowbray
Offered Fall 2014

GRK 213 Introduction to Homeric Epic
Homer’s Odyssey
Thalia Pandiri
Offered Spring 2015

GRK 310 Advanced Readings in Greek Literature I & II
Athens, The Tyrant City
Justina Gregory
Offered Fall 2014

LAT 213 Introduction to Virgil’s Aeneid
Carrie Mowbray
Offered Spring 2015

LAT 330 Advanced Readings in Latin Literature I & II
Latin Love Poetry
Scott Bradbury
Offered Spring 2015

The Poetry of Horace
Nancy Shumate
Offered Fall 2014

FYS 117 The Bible and the Public Square
Joel Kaminsky
Offered Fall 2014

HST 201 (C) The Silk Road
Richard Lim
Offered Spring 2015, Spring 2016

HST 204 (L) The Roman Republic
Richard Lim
Offered Fall 2014

HST 205 (L) The Roman Empire
Richard Lim
Offered Spring 2015

HST 206 (C) Aspects of Ancient History
Greek and Roman Slavery
Richard Lim
Offered Fall 2015

PHI 124 History of Ancient and Medieval Western Philosophy
Susan Levin
Offered Fall 2014

PHI 324 Seminar in Ancient Philosophy
Plato
Susan Levin
Offered Spring 2015

REL 110 Colloquia: Thematic Studies in Religion
The Holy Land
Suleiman Mourad
Offered Spring 2015

REL 162 Introduction to the Bible I
Joel Kaminsky
Offered Fall 2014

REL 213 Prophecy in Ancient Israel
Joel Kaminsky
Offered Spring 2015

REL 245 The Islamic Tradition
Suleiman Mourad
Offered Fall 2014
REL 310 Seminar: Hebrew Bible
Sibling Rivalries: Israel and the Other in the Hebrew Bible
Joel Kaminsky
Offered Spring 2015

REL 345 Seminar: Islamic Thought
Topic: The Qur’an
Suleiman Mourad
Offered Fall 2014

Courses that count toward the minor but are not offered in 2014–15 include:

ARH 212  Ancient Cities and Sanctuaries (L)

ARH 280  Art Historical Studies (C)

Swords and S(c)andals: Ancient Rome in Film
Colonialism and Material Culture in the Americas: The Dawn of the Gobal World

ARH 285  Great Cities

ARH 352  Studies in Art History (S)

Ancient Cities and Sanctuaries

FYS 163  The Holy Land

HST 202  Ancient Greece (L)

HST 203  Alexander the Great and the Helenistic World (L)

HST 206  Aspects of Ancient History (C)

Greek and Roman Slavery
Rome: Majesties and Miseries in the Late Empire

REL 211  Wisdom Literature and Other Books From the Writings

REL 215  Introduction to the Bible II

REL 219  Christian Origins: Archaeological and Socio-Historical Perspectives
Anthropology

Professors

*1* Donald Joralemon, Ph.D.
*2* Elliot Fratkin, Ph.D., Chair

Associate Professor

*1* Fernando Armstrong-Fumero, Ph.D.
Suzanne K. Gottschang, Ph.D.

Assistant Professors

*1* Pinky Hota, Ph.D.
Elizabeth A Klarich, Ph.D.

Advisors: Fernando Armstrong-Fumero, Elliot Fratkin, Suzanne Gottschang, Pinky Hota, Donald Joralemon, Elizabeth Klarich, Caroline Melly

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

Requirements: Eight 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 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 toward 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 subfield 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 study 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.

Honsors

Director: Caroline Melly

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

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses.

ANT 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-year students and sophomores. Total enrollment of each section limited to 25. Offered both semesters each year. {S} Credits: 4

Donald Joralemon, Fall 2014
Elliot Fratkin, Fall 2014
Pinky Hota, Fall 2014
Suzanne Gottschang, Fall 2014
Caroline Melly, Spring 2015
Fernando Armstrong-Fumero, Spring 2015

Offered Fall 2014, Spring 2015

ANT 135 Introduction to Archaeology

Same as ARC 135. 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 students and sophomores. Enrollment limited to 30. {N} {S} Credits: 4

Elizabeth Klarich

Offered Fall 2014, Fall 2015

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas

(At Amherst College.) 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. This course will also be taught at Mount Holyoke College in Fall 2015 using artifacts from the Mount Holyoke College Art Museum (ANT 216). {N} {S} Credits: 4

Elizabeth Klarich

Offered Spring 2015

ANT 200 Colloquium in Anthropology

This course introduces students to the variety of methods of inquiry used for research in 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. Enrollment limited to 20.
Internet Connections and Digital Divides
The course critically examines the transformative impact of the Internet and related technological innovations from an anthropological perspective. We explore these issues from various geographical locations in order to better understand how the Internet is reshaping ideas about participation, geography and space, global access to information and mobility. We pay particular attention to the emergent inequalities, opportunities and identities that are created as certain people and places become “wired.” (S) Credits: 4

Elizabeth Klarich
Offered Spring 2015

Anthropology

ANT 226 Archaeology of Food
This course explores (1) how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago and (2) new directions in the archaeology of food across time and space. The first part of the semester focuses upon the types of archaeological data and analytical methods used to understand the “agricultural revolution.” Case studies from both centers and noncenters of domestication will be used to investigate the biological, economic and social implications of changing foodways. During the remainder of the semester, emphasis is placed on exploring a number of food-related topics within archaeology, such as 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 across the globe. This course is also offered at Mount Holyoke College in Fall 2014 (ANT 216). (S) Credits: 4

Elizabeth Klarich
Offered Spring 2016

ANT 230 Peoples and Cultures of Africa
This course looks at peoples and cultures of Africa with a focus on population, health, and environmental issues on the African continent. The course discusses the origins and development of human populations and the spread of language and ethnic groups, the variety in food production systems, demographic health, environmental consequences of slavery, colonization and economic globalization, as well as contemporary problems of drought, famine and AIDS in Africa. Enrollment limit of 30. (S) Credits: 4

Elliot Fratkin
Offered Fall 2015

ANT 233 History of Anthropological Theory
This course reviews the major theoretical approaches and directions in cultural anthropology from the late 19th century to the present. These approaches include social organization and individual agency, adaptation and evolution of human culture, culture and personality, economic behavior, human ecology, the anthropology of development and change, and post-modern interpretation. The works of major anthropologists are explored including Franz Boas, Bronislaw Malinowski, Margaret Mead, Evans-Pritchard, Claude Levi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Prerequisite: ANT 130 or permission of the instructor. (S) Credits: 4

Pinky Hota, Fall 2014
Fernando Armstrong-Fumero, Fall 2015

ANT 234 Culture, Power and Politics
This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we will explore what an ethnographic perspective can offer to our understandings of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples will be drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism and political performance in modern nation-states. Enrollment limited to 30. (S) Credits: 4

Fernando Armstrong-Fumero
Offered Fall 2014, Fall 2015

ANT 236 Economy, Ecology and Society
This course concerns the cultural evolution of human society, looking at changes in social organization and technological complexity from our origin as nomadic foragers to current configurations of centralized industrialized states. This course examines issues of economy (production, exchange, consumption) and ecology (human-resource interaction, adaptation and competition for resources), and looks in particular at the development and spread of capitalist relations and effect on marginal and disempowered peoples. Topics include the evolution of human society (family level groups, local level groups and regional polities), life in subsistence-based economies, the role of surplus and the rise of political states and class inequalities, and the rise of capitalism and its contribution to globalization in the modern world system.
ANT 251 Women and Modernity in East Asia
This course explores the roles, representations and experiences of women in 20th-century China and Vietnam in the context of the modernization projects of these countries. Through ethnographic and historical readings, film and discussion, this course examines how issues pertaining to women and gender relations have been highlighted in political, economic and cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, the gendered aspects of work and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. [S] Credits: 4
Suzanne Gottschang
Offered Fall 2015

ANT 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 past 20 years have brought about dramatic growth in China’s urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. [S] Credits: 4
Suzanne Gottschang
Offered Fall 2014

ANT 253 Introduction to East Asian Societies and Cultures
This course provides a survey of the anthropology of contemporary East Asian societies. We 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. This course provides students with sufficient information to understand important social and cultural aspects of modern East Asia. [S] Credits: 4
Suzanne Gottschang
Offered Spring 2016

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. [N] [S] Credits: 4
Donald Joralemon
Offered Fall 2014, Fall 2015

ANT 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] Credits: 4
Caroline Melly
Offered Fall 2014, Fall 2015

ANT 250 The Anthropology of Reproduction
This course uses anthropological approaches and theories to understand reproduction as a social, cultural and biological process. Drawing on cross-cultural studies of pregnancy and childbirth, new reproductive technologies, infertility and family planning, the course examines how society and culture shape biological experiences of reproduction. We will also explore how anthropological studies and theories of reproduction intersect with larger questions about nature and culture, kinship and citizenship among others. [S] Credits: 4
Suzanne Gottschang
Offered Spring 2015

ANT 256 Gender and Modernity in Asia
This course explores the roles and representations of women in 20th-century China and Vietnam in the context of the modernization projects of these countries. Through ethnographic and historical readings, film and discussion, 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 the ways that Asian women have experienced these processes through three major topics: war and revolution, the gendered aspects of work and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. [S] Credits: 4
Suzanne Gottschang
Offered Fall 2015

ANT 258 Globalization and Transnationalism in Africa
This course considers the shifting place of Africa in a global context from various perspectives. Our goal is to understand the global connections and exclusions that constitute the African continent in the new millennium. We 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 communications and modernity. Enrollment limited to 30. [S] Credits: 4
Caroline Melly
Offered Spring 2016

ANT 267 Self and Society in South Asia
This course introduces students to the culture, politics and everyday life of South Asia. Topics covered 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 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 study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. [S] Credits: 4
Pinky Hota
Offered Spring 2016

ANT 268 Regional Cultures and the State in Mesoamerica
This course explores 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 the relationship of local indigenous communities to post-colonial states and transnational social movements. Texts used in the course will place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. [S] Credits: 4
Donald Joralemon
Offered Spring 2015

ANT 271 Social Anthropology
This course provides a survey of the anthropology of contemporary East Asian societies. We 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. This course provides students with sufficient information to understand important social and cultural aspects of modern East Asia. [S] Credits: 4
Suzanne Gottschang
Offered Spring 2016

ANT 282 Modernity and Development in the Americas
This course explores 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 the relationship of local indigenous communities to post-colonial states and transnational social movements. Texts used in the course will place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. [S] Credits: 4
Donald Joralemon
Offered Spring 2015

ANT 283 Globalization and Transnationalism in Africa
This course considers the shifting place of Africa in a global context from various perspectives. Our goal is to understand the global connections and exclusions that constitute the African continent in the new millennium. We 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 communications and modernity. Enrollment limited to 30. [S] Credits: 4
Caroline Melly
Offered Spring 2016
Seminars

ANT 340 Seminar: Topics in Anthropology

**Topic: Riting/Righting/Writing**

Anthropological writing must convey the life-worlds of people and the textures of ethnographic encounters and fieldwork, and must engage with and refine anthropological theories. How can writing do all of this at once? And as we craft a narrative, what do we leave out? Do we really describe ethnographic “reality” or do we create anthropological fictions? Why then do we look to ethnographic accounts to understand societies and cultures? Anthropological writing has dealt with these questions and more since its inception but most profoundly since the 1980s. In this class, we will read pieces that reflect on and innovate with writing as anthropological praxis, the doubts that have riddled it and the larger developments these doubts have engendered around issues of fact versus fiction, representation, narrative style, writing as a form of political action and the creation of knowledge. We also workshop ethnographic writing in class to observe these tensions in our own work, understand them as rites in the creation of anthropological knowledge and work through them to craft anthropological narratives. {S} Credits: 4

_Pinky Hota_

Offered Spring 2015

ANT 342 Seminar: Topics in Anthropology

**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. {S} Credits: 4

_Suzanne Gottschang_

Offered Spring 2015

ANT 344 Seminar: Topics in Medical Anthropology

**Anthropology and Medical Ethics**

This seminar asks what medical anthropology can contribute to the study and practice of medical ethics. We begin with a historical overview and introduce the field’s core vocabulary and theoretical paradigms. We then turn to the role of the social sciences in the evolving discussion of medical ethics, noting the late engagement of medical anthropology. A core question will be whether there is a meaningful distinction between an anthropology of medical ethics and an anthropology in medical ethics. Students select a medical ethics issue to explore in depth, with the goal of setting the sociocultural context that has shaped the way the issue is framed. {S} Credits: 4

_Donald Joralemon_

Offered Spring 2016

ANT 348 Seminar: Topics in Development Anthropology

**Health in Africa**

This seminar focuses on issues of demography, health, nutrition and disease on the African continent, contextualized in the social, economic and political activities of human populations. The course discusses the distribution and food production systems of human groups in particular environments; the incidence and prevalence of infectious diseases including malaria, tuberculosis, river blindness, measles and HIV/AIDS; and varying approaches to health care including traditional medicine and the availability of Western treatment. Background in African studies or medical anthropology preferred. {S} Credits: 4

_Elliot Fratkin_

Offered Fall 2014

ANT 352 Topics in Anthropology

**Politics of Language**

Language policies have emerged as a particularly contentious space in which national and minority groups express their sense of collective identity and rights. Demanding respect for minority languages, and promotion their use in daily life or mass media, becomes especially important in cases where language loss is associated with forced cultural assimilation or different forms of discrimination. In this seminar, each student will develop a case study of language rights issues based on a particular language or language group. Topics can include the politics of bilingual education, the representation of minority languages in different media, the relationship to language and human rights, and the practical work of language revitalization. {S} Credits: 4

_Fernando Armstrong-Pumero_

Offered Fall 2015

ANT 353 Seminar: Topics in Anthropology

**Citizenship and Belonging**

What does it mean to belong—to a city, a nation, a global community—from an anthropological perspective? How do passports, blood tests, border checkpoints, and voting ballots produce and reinforce ideas about citizenship? How are global movements of people and capital transforming notions of belonging? How does globalization challenge conventional understandings of citizenship as a particular relationship to a nation-state? This seminar considers the political, cultural and economic dimensions of citizenship and belonging. Our perspective will be global and will take into account both national and transnational identities and practices. {S} Credits: 4

_Caroline Melly_

Offered Fall 2014

**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. {S} Credits: 4

_Caroline Melly_

Offered Fall 2015

General Courses

ANT 400 Special Studies

By permission of the department, for junior and senior majors. Credits: 2 to 4

_Instructor: TBA_

Offered Fall 2014, Spring 2015

ANT 408D Special Studies

This is a full-year course.

Credits: 4 per semester, 8 for yearlong course

_Instructor: TBA_

Offered Fall 2014, Spring 2015

ANT 430D Honors Project

Credits: 4 per semester, 8 for yearlong course

_Instructor: TBA_

Offered Fall 2014, Spring 2015

ANT 432D Honors Project

Credits: 6 per semester, 12 for yearlong course

_Instructor: TBA_

Offered Fall 2014, Spring 2015
Archaeology

Advisory Committee

- Scott A. Bradbury, Professor of Classical Languages and Literatures
- Bosiljka Glumac, Professor of Geosciences
- Joel S. Kaminsky, Professor of Religion
- Barbara A. Kellum, Professor of Art, Director
- Elizabeth A. Klarich, Assistant Professor of Anthropology
- Dana Leibsohn, Professor of Art
- Richard Lim, Professor of History
- Christopher Loring, Director of Libraries
- Suleiman Ali Mourad, Professor of Religion
- Thalia A. Pandiri, Professor of Classical Languages and Literatures and of Comparative Literature

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.

The Minor

Requirements

1. ARC 135/ANT 135 (prior to 2009–10, ARC 211).
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.

ARC 135 Introduction to Archaeology

Same as ANT 135. 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 year students and sophomores. Enrollment limited to 50.  {N}  {S}  Credits: 4

Elizabeth Klarich
Offered Fall 2014

ARC 400 Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. Credits: 2 to 4

Instructor: TBA
Offered Fall 2014, Spring 2015

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas

(At Amherst College.) 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. This course will also be taught at Mount Holyoke College in Fall 2015 using artifacts from the Mount Holyoke College Art Museum (ANT 216).  {S}  Credits: 4

Elizabeth Klarich
Offered Spring 2015

ANT 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 sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations.  {N}  {S}  Credits: 4

Elizabeth Klarich
Offered Spring 2015

ARH 216 The Art and Architecture of the Roman World

From North Africa to Gaul, from the Pillars of Hercules (Strait of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., will be the subject of study. We also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Group I  {A}  {H}  Credits: 4

Barbara Kellum
Offered Fall 2014

ARH 292 Collecting the Past: Art, Artifact and Ancient America

Who collects ancient art? What makes antiquities worthy of display? How do museums negotiate among donors, scholars, local communities and current laws about antiquities? In this colloquium, we study and discuss these issues by focusing upon recent debates and exhibits in the field of ancient American art history. Students also have the opportunity to produce new public knowledge through research and hands-on work with local museum collections. Prerequisite: one course in art history, archaeology, museum studies, or the culture/history of Latin America. Not open to first-year students. Group I. Enrollment limited to 15.  {A}  {H}  Credits: 4

Dana Leibsohn
Offered Spring 2015
ARH 315 Studies in Roman Art

At Home in Pompeii

The houses of ancient Pompeii—with their juxtapositions of wall-paintings, gardens and objects of display—will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. [A][H] Credits: 4

Barbara Kellum
Offered Spring 2015

HST 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] Credits: 4

Richard Lim
Offered Spring 2015, Spring 2016

HST 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] Credits: 4

Richard Lim
Offered Fall 2014

HST 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] Credits: 4

Richard Lim
Offered Spring 2015

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] Credits: 4

Joel Kaminsky
Offered Fall 2014
Requirements

The archives concentration is open to any student by application (see www.smith.edu/archives 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, usually resulting in an exhibit.
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 experiment with methods for publicizing and interpreting archives and the materials they preserve. The field trips 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] Credits: 2

ARX 141 What I Found in the Archives
An introduction to the theoretical and practical questions of building archives and as well as a sampling of the surprising insights produced by archival research. The seven-week lecture series will broaden the definition of "what counts as an archive"—and includes online databases, oral histories, clothing collections, architectural and art historical records, and cemeteries. Professional archivists and public historians reflect on contemporary directions and challenges in their fields. Course work consists of weekly readings, two Moodle posts and a short essay based on a trip to a local archive, using a finding aid. Elective S/U only. This course serves as a gateway to the archives concentration. (H) Credits: 1

Cornelia Pearsall
Offered Spring 2015

ARX 105 Class Matters: Organizing for Social Justice
This course introduces 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 preselected 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. Credits: 1

Kathleen Nutter
Offered Interterm 2015

ARX 106 Oral Histories and Archives
This course introduces 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 preselected 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. Credits: 1

Kelly Anderson
Not Offered This Academic Year

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 challenges in preservation, access and interpretation of archival materials. In a variety of media, students analyze how these materials become part of a meaningful and usable past for general audiences. 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) Credits: 4

Kelly Anderson
Offered Spring 2015

ARX 400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and
director of the program. No more than two special studies or a total of 8 credits
may count toward the concentration. Credits: 1 to 4

Instructor: TBA
Offered Fall 2014, Spring 2015
Art

The Major

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

Art History Adviser for Study Abroad: John Moore

Art Studio Adviser for Study Abroad: Lynne Yamamoto

Architecture Adviser for Study Abroad: Fall: John Moore  Spring: James Middlebrook

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.

There is one art major, which may be taken in one of three variations: Plan A (History of Art, ARH), Plan B (Studio Art, ARS), or Plan C (Architecture, ARU).

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

Students who entered Smith College in the Fall 2013 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

Courses in the history of art are divided into areas that reflect breadth in terms of both geography and chronology.

Requirements: 11 courses, at least one of which must address the Americas, one Europe and one another geographic area, e.g. Asia, Africa, the Islamic World.

Requirements include:
1. ARH 110 Art and Its Histories, normally to be completed before the junior year
2. One course in studio art
3. Six courses in the history of art at the 200-level, consisting of a mix of lecture courses and colloquia
   • two courses from Group I: Before 1300
   • two courses from Group II: 1300–1800
   • two courses from Group III: After 1800
4. Three courses at the 290 level and above, one of which has to be a seminar (to be taken at Smith)

Art History — Methods, Issues, Debates is recommended for art history majors. Students entering Smith with a 5 on the AP art history exam may choose to be exempted from ARH 110, replacing it with another art history course at the 200-level or above.

Students planning to major or to do honors work in art history will find it valuable to take courses in literature, philosophy, religion and history taken in the first two years. A reading knowledge of foreign languages is useful for historical courses. 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.

Plan B. Studio Art

Requirements: 12 courses, which will include:
1. One 100-level course selected from the following: ARS 161, ARS 162, ARS 163, ARS 164, ARS 172 and 173. (Note that certain upper-level courses indicate specific 100-level course prerequisites.)
2. RH 110 Art and Its Histories
3. Two additional 200-level or 300-level art history courses
4. One additional course with a contemporary emphasis, relating to art history, visual studies, or film and media studies, to be chosen in consultation with adviser
5. Five additional studio art courses, (one of which may be at the 100-level). Students may work across concentrations but must take the full sequence of courses (usually three, including a 300-level course) in at least one of the following areas of concentration: electronic media, Smith or Five-College digital or video production may count as upper-level digital courses.
   • graphic arts
   • painting
   • photography
   • sculpture
   • drawing
6. ARS 385
7. ARS 399: J-term graduates should take ARS 399 in their junior year. All other students should take ARS 385 and ARS 399 in their senior year.
Declaring the Plan B major
A student may declare a Plan B major any time 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. 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 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.

Plan C. Architecture
Requirements: 12 courses, which will include:
1. ARH 110 Art and Its History
2. Four courses: ARS 162 or ARS 163 or ARS 172 or ARS 173 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 focusing on the built environment (of which two groups must be covered): ARH 204, 208, 212, 216, 224, 226, 228, 232, 234, 240
6. One seminar (with final paper focusing on the built environment). For 2014–15 the 300-level seminars are ARH 315, and ARH 374.
7. One additional art history class at the 200- or 300-level focusing on the built environment

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 they 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, Frazer Ward

Requirements: Six courses: ARH 110 Art and Its History; three additional courses in the history of art (two of which must be in different areas of study [Groups I–III]; and two courses at the 290-level and above, one of which has to be a seminar (to be taken at Smith).

Plan 2. Studio Art
Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: A. Lee Burns, Lindsey Clark-Ryan, John Gibson, Dwight Pogue, John Slepian, Fraser Stables, Lynne Yamamoto

Requirements: One 100-level course selected from the following: ARS 161, ARS 162, ARS 163, ARS 164, ARS 172, and ARS 173, and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3. Architecture
Designed for students who wish to focus some attention on architecture although they are majors in another department. Seeks to introduce students to the history, design and representation of the built environment.

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

Requirements:
1. Three courses: ARS 162 or ARS 163 or ARS 172 or ARS 173 ARS 283 ARS 285
2. Two art history courses above the 100-level that focus on architectural monuments, urban environments or spatial experience: (ARH 204, 208, 212, 216, 224, 226, 228, 232, 234, 240 [Age of Louis XIV], 246, 250, 253, 257, 264, 265, 283, 285, 350). For 2014–15 the 200- and 300-level courses that focus on architecture are for the fall semester: ARH 228, 264, 374. For the spring semester: ARH 216, 223, 234, 273, 285, 315.
3. One 100-level art history course

Plan 4. Graphic Arts
Advisers: Dwight Pogue, Lindsey Clark-Ryan

Graphic arts seeks to draw together the department’s studio and history offerings in graphic arts into a cohesive unit.

Requirements:
1. ARS 163 (basis);
2. ARH 247 or 268; and
3. any four ARS from: 269, 270, 272, 275, 369, 372 and 375 of which one should be at the 300 level or a continuation of one medium.

Honors
Directors of the Honors Committee
Art History: Frazer Ward
Studio Art: John Gibson

Requirements and Presentations
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 on the art department website.

No course counting toward the fulfillment of the major or minor may be taken for a S/U grade. Course associated with a concentration (such as IDP, ARX, etc.) may not be counted toward the completion of the art major.
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.

A. The History of Art

Introductory Courses

ARH 110 Art and Its Histories
This course explores how art and architecture have profoundly shaped visual experiences and shifting understandings of past and present. While featuring different case studies, each section includes work with original objects, site visits and writings about art. Unifying themes include (1) materials, techniques and the patterns variously deployed to create space; (2) the design, function and symbolism of images and monuments; (3) artistic production and its relation to individual and institutional patronage, religion, politics and aesthetics; (4) issues turning on artists’ fame versus anonymity, and uniqueness versus reproducibility; (5) cross-cultural exchanges. Enrollment limited to 25, 50 when team taught. {A}{H} Credits: 4
Dana Lehsohn, Frazer Ward, John Moore, Fall 2014, John Davis, Barbara Kellum, Spring 2015
Offered Fall 2014, Spring 2015

ARH 141 Introduction to Art History: Western Traditions to 1500
This course examines the Western Traditions in art through a selection of key buildings, images and objects created from the prehistoric era, the ancient Middle East, Egypt, Greece and Rome, Byzantium and medieval times through the Romanesque and Gothic periods, the 15th Century in Northern Europe and Italy (Renaissance) to circa 1500. Enrollment limit of 50 students. {A}{H} Credits: 4
Craig Felton
Offered Fall 2014

ARH 142 Introduction to Art History: Western Traditions—1500 to the Present Time
This course examines the Western traditions in painting, sculpture and architecture from circa 1500, with an emphasis on Florence, Rome (the High Renaissance) and Venice, and in Northern Europe, through the 17th century (Baroque) in Southern and Northern Europe and the 18th century (Rococo) in Northern Europe, to the Age of the Enlightenment, Neo-classicism, Romanticism, Realism, Impressionism, Expressionism, etc., to the rise of Modernism and Modernity in the 20th century (Europe and the United States of America), and concluding with the contemporary period. Enrollment limit of 50 students. {A}{H} Credits: 4
Craig Felton
Offered Fall 2014

FYS 197 On Display: Museums, Collections and Exhibitions
Why do people collect things and what do they collect? Members of this seminar 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 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 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. {A}{H} Credits: 4
Barbara Kellum
Offered Fall 2014

200-Level Lecture Courses

ARH 216 The Art and Architecture of the Roman World
From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., are the subject of study. We also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Group I. {A}{H} Credits: 4
Barbara Kellum
Offered Fall 2014

ARH 222 The Art of China
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. Group I, Group II. {A}{H} Credits: 4
Marylin Rhie
Offered Fall 2014

ARH 224 Pictorial Arts of East Asia
The pictorial traditions of painting and printmaking are the focus of this course. Examining these two related, but widely divergent traditions in China, Japan, and Korea, the course explores the origins and development of paintings and prints from earliest times to the present day. Among the topics to be considered are production and consumption; social, political, and religious uses; technical and aesthetic issues; interactions and influences within the region, as well as the adaption and manipulation of foreign ideas; and the emergence of distinct regional aesthetic forms throughout East Asia. Group II, Group III. {E} {A}{H} Credits: 4
Marylin Rhie, Fall 2012
Melissa Walt, Spring 2015
Offered Spring 2015

ARH 228 Islamic Art and Architecture
This course surveys the architecture, landscape, book arts and luxury objects produced in Islamic contexts from Spain to India, and from the seventh through the 20th centuries. Attention will be focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings will examine the vital roles played by theology, royal patronage, ceremonial, gift exchange, trade and workshop practices in the formulation of visual traditions. Group II. {A}{H} Credits: 4
Instructor: TBA
Offered Fall 2014

ARH 234 The Age of Cathedrals
Architectural, sculpted and pictorial arts from North of the Alps, c. 1150–1300. Rather than a survey, this course proposes a thematic approach to allow for an in-depth examination of key concerns of the Gothic era, such as the interface between visual creations and new forms of patronage and devotional attitudes, the rise in literacy and secular culture, the development of scientific rationality, or the sustained contact with the Islamic world. Group I. {A}{H} Credits: 4
Brigitte Buehler-Gorra
Offered Spring 2015
ARH 252 Art of the Spanish Habsburgs
From Charles V, Holy Roman Emperor (Charles I of Spain) in the 16th century, to Charles II, last of the Spanish Habsburg line at the end of the 17th century, this course investigates the purposes to which painting is used to satisfy religious and political needs in what is called Spain’s “Golden Age.” Venetian paintings, especially those of Titian—highly prized by Charles V and his son and successor Philip II—will be examined within the context of royal patronage and against the backdrop of global political power. The great age of Philip IV and the gradual diminution of Spain’s influence—culminating in a rapid decline under Charles II—also considered through artistic production, especially that of Velázquez and others at the court of the Spanish monarchy under the direction of the powerful prime minister the Count-Duke Olivares. Works by painters, especially El Greco, Ribera, Zurbarán, Velázquez, Murillo and Coello will be the primary focus of this course. Group II. [A] [H] Credits: 4
Craig Felton
Offered Spring 2015

ARH 254 Baroque Art
Post Counter-Reformation Italy and the reconsideration of art theory and design at the Academy of the Carracci in Bologna beginning about 1580, the emergence of a new artistic interpretation brought about by Caravaggio and his followers—first in Rome and then across Europe, and the subsequent change in styles to meet various political and regional needs examined through painting and sculpture in Italy: with such artists as Annibale and Ludovico Carracci, Caravaggio, Gian Lorenzo Bernini, Pietro da Cortona, Guido Reni and so on; in France: Simon Vouet, Poussin, Claude and Georges de La Tour; and in Spain: El Greco, Ribera, Velázquez and Zurbarán. Group II. [A] [H] Credits: 4
Craig Felton
Offered Fall 2014

ARH 264 From Colony to Nation: Arts in North America before the Civil War
Art and architecture of the English colonies, the early U.S. republic and the ante-bellum period. Emphasis on the cultural significance of portraiture, the development of national and regional schools of genre and landscape painting, the invention of photography, early sculpture and the changing stylistic modalities in architecture. Prerequisite: one 100-level art history course or permission of the instructor. Group II, Group III. [A] [H] Credits: 4
John Davis
Offered Fall 2014

ARH 273 Modern Architecture and Design, 1789–1945
This course spans the history of European architecture, focusing on urban development and design from the French Revolution to WWII. What did it mean to ascend the first immense iron structures, or to wipe ornament from building facades? Why did handicraft reemerge during the industrial revolution? We will study the period’s most important developments (Historicism, Bauhaus, etc., to iconoclastic measures undertaken during war and revolution) in relation to sociocultural debates about space and utility. Group III Prerequisite: one 100-level course in art history or permission of the instructor. (A) [H] Credits: 4
Laura Kalba
Offered Spring 2015

ARH 285 Great Cities: London
Urban and architectural history of London, from its founding as a garrison town in Roman antiquity to its growth into a megalopolis in the 19th and 20th centuries. Jealous of its jurisdictional independence from the crown and surrounding communities, the Corporation of London determined, for better and worse, the city’s historical development and continues to play a role in its controversial present. The image of London in literature and works of art of all types will be invoked and analyzed throughout. Group II. [A] [H] Credits: 4
John Moore
Offered Spring 2015

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] Credits: 4
Martin Antonetti
Offered Spring 2015

200-Level Colloquia

ARH 247 Colloquium: The Art and History of the Book
Same as ENG 293. 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 examines 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. Group II, Group III. [A] [H] [L] Credits: 4
Martin Antonetti
Offered Spring 2015

ARH 260 Colloquium: Art Historical Studies 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. Enrollment limited to 40. Group III. [A] [H] Credits: 4
Instructor: TBA
Offered Spring 2015

ARH 268 The Artist’s Book in the 20th Century
A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course will examine the varieties of form and expression used by book artists and the relationships between these artists and the sociocultural, 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 art manifestos and of semiotics, focusing on those critics who have explored the complex relationship of word and image. 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 18. Group III. [A] [H] Credits: 4
Instructor: TBA
Offered Spring 2015

ARH 280 Art Historical Studies Redemption Matter: The Work of Art, ca. 1550—ca. 1750
This course explores matters as the spiritual economy of art in Italy from ca. 1550 to ca. 1750 and thereby challenges prevailing conventional historical and art-historical assumptions that, during the Counter Reformation, the Council of Trent, or the “Counter Reformation.” How were associations between matter and the holy understood, contested and redefined? How were relationships between materiality and spirituality explored? We shall investigate issues turning on the significance of place, on metamorphosis and
transformation of matter as metaphors for redemption and salvation, and on the spiritual work that art and architecture participated in and produced. Group II (E) (A)(H) Credits: 4
Instructor: TBA
Offered Fall 2014

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. Group II. (A)(H) Credits: 4
Brigitte Buddert-Gorra
Offered Fall 2014

The Making of Modern Visual Culture
This course traces the historical origins of the image-saturated world of today, examining the evolution of philosophical and scientific ideas about visual perception and the development of visual technologies and practices that laid the foundations for modern spectacular society. As such, the course introduces students to a broad range of nonartistic imagery and vernacular visual practices, from postcards to people watching. Its key aim is to provide students with the knowledge and skills necessary to critically assess the role of the visual in defining what it means to be modern. Prerequisites: one 100-level course or permission of the instructor. Group III. (A)(H) Credits: 4
Laura Kalba
Offered Spring 2015

The Body in Medieval Art: Figured/Disfigured
The holy body of the saint, the corrupted body of the sinner, the impossible body of the virgin, the fashionable body of the lady, the machine body of the warrior, the double body of the king: these are some of the changing representations and perceptions of the human body during the Middle Ages. Through a series of case studies, this course will investigate corporeality as a site of contradictory cultural concerns, intense visual scrutiny, and experimentation with the notion of figuration itself. Group I, Group II. (A)(H) Credits: 4
Brigitte Buddert-Gorra
Offered Spring 2015

History of European Decorative Arts, 1400–1800
Costly raw materials and boundlessly creative workmanship were deployed to fashion and acquire cameos and engraved gems, ceramics, embroidery, enamel, furniture, ivory, jewelry, luxuriously bound manuscripts and printed books, medals, metalwork and tapestries, among other objects. This course will examine these and other “minor” arts with an eye toward reconstructing their rich cultural, symbolic and aesthetic charge; their role in the conduct of diplomacy and statecraft; and original contexts of production, marketing, patronage, use, collecting and display. Recommended background: one course in European art from the period 1400 to 1800. Group II. (A)(H) Credits: 4
John Moore
Offered Spring 2015

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 291 Topics in Art History
Iconoclasm
Why have individuals and groups been moved to destroy art? How has art been construed as both essential, bewitching and dangerous? We shall consider representational imagery in ancient Greece and Rome, and in Judaic and Islamic traditions; the Byzantine iconoclastic controversy; 16th-century Northern European iconoclasm and the coincident wholesale destruction of indigenous American art; the Counter-Reformation validation of religious imagery; the French Revolution; and attacks on works of art in the modern world. We shall also consider censorship and philistinism, and when (or whether) campaigns of renovation and restoration can legitimately be called iconoclasm. Group II. (A)(H) Credits: 4
John Moore
Offered Fall 2014

ARH 292 Collecting the Past: Art, Artifact and Ancient America
Who collects ancient art? What makes antiquities worthy of display? How do museums negotiate among donors, scholars, local communities and current laws about antiquities? In this colloquium, we study and discuss these issues by focusing upon recent debates and exhibits in the field of ancient American art history. Students will also have the opportunity to produce new public knowledge through research and hands-on work with local museum collections. Prerequisite: one course in art history, archaeology, museum studies or the culture/history of Latin America. Not open to first year students. Group I. Enrollment limited to 15. (A)(H) Credits: 4
Dana Leibsohn
Offered Spring 2015

ARH 301 Art History—Methods, Issues, Debates (C)
The meanings we ascribe to art works of any culture or time period are a direct result of our own preoccupations and methods. This colloquium will give a broad overview of contemporary debates in the history of art and locate these methods within art history’s own intellectual history. Among the topics we consider: technologies of vision, histories of interpreting art across cultural boundaries, colonialism and the history of art and globalization. The course will consist of wide-ranging weekly readings and discussion, giving special attention to the intersection of art history and museum exhibitions. Open to students of any major. Prerequisites: One 200-level art history course or permission of the instructor. Enrollment limited to 18. (A)(H) Credits: 4
Dana Leibsohn
Offered Fall 2014

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
At Home in Pompeii
The houses of ancient Pompeii—with their juxtapositions of wall paintings, gardens and objects of display—will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. (A)(H) Credits: 4
Barbara Kellum
Offered Spring 2015

ARH 352 Studies in Art History (S)
Art and Natural History c.1250–1650
Bridging the gap between the history of art and the history of science, the manuscript and the print age, the medieval and early modern periods, this seminar
interrogates the creative ways in which the writing of natural history was en-
twined with visual representation. It focuses on four areas of descriptive knowl-
edge, incubators of modern disciplines: bestiaries (zoology); herbs (botany);
lapidaries (geology); alchemy (chemistry). It includes fieldtrips (to the Mortim-
er Rare Book Room, the botanical gardens and a regional museum of natural
history), and welcomes students interested in art history, the history of science,
the history of ideas, Medieval and Renaissance studies. Open to juniors and se-
niors only. No prerequisite; permission by the instructor. {A}{H} Credits: 4
Brigitte Buddner-Gorra
Not Offered this Academic Year

ARH 360 Studies in American Art
Collecting American Art at Smith: The Seelye-Tryon Era
This museum-based seminar will examine the remarkable formation of Smith's
collection of American art under its first president, L. Clarke Seelye, with the
assistance of painter Dwight Tryon, longtime professor of art at the College. We
will plumb the college archives and museum files to investigate Seelye's tastes
and acquisition habits and explore the friendship network of Tryon to determine
his role in guiding the purchase process. (The college has just received a gift of
a large collection of Tryon letters previously unknown to researchers, as well as
a promised gift of the papers of artist Mary Rogers Williams, Tryon’s longtime
assistant.) In the course of the semester, we will come to a fine-grained under-
standing of (1) the cultural and social milieu of the northeastern United States
during the late 19th and early 20th centuries, and (2) the art institutions of
the time, such as the radical Society of American Artists, from which Seelye pur-
chased a number of paintings. Students will engage in intensive study of works of
American art in the museum, as well as key paintings that left the collection in
a massive sale of American art in 1947. This latter episode will afford an oppor-
tunity to consider the ethics of museum deaccessioning. {A}{H} Credits: 4
John Davis
Offered Spring 2015

ARH 374 Studies in 20th-Century Art
Interventions, Sculpture/Installations/Architecture
This seminar investigates work by contemporary artists that engages explicitly
or implicitly with architecture and work by contemporary architects that situates
itself in relation to art. We will examine the ways in which site, function, space
and place are expressed and articulated in and among the categories and prac-
tices of sculpture, installation and architecture, and we will consider the social
and political implications of various examples. Permission by the instructor.
{A}{H} Credits: 4
Fraser Ward
Offered Fall 2014

ARH 400 Special Studies
Credits: 2 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

ARH 430D Honors Project
Credits: 8
Instructor: TBA
Offered Fall 2014, Spring 2015

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.

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} Credits: 4
A. Lee Burns
Offered Fall 2014

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} Credits: 4
Instructor: TBA
Offered Fall 2014, Spring 2015

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} Credits: 4
Dwight Pogue, Instructor: TBA, Katherine Schneider, Fall 2014
Instructor: TBA, John Gibson, Katherine Schneider, Spring 2015
Offered Fall 2014, Spring 2015

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} Credits: 4
Instructor: TBA
Offered Spring 2015

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} Credits: 4
David Dempsey
Offered Spring 2015

ARS 172 Cross-Disciplinary Foundations
This team-taught studio 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. Students will have the
opportunity to explore two-dimensional, three-dimensional and time-based
media. Assignments will allow students to develop both studio and site-specific
approaches. The course is strongly recommended for students considering the
art major. A required fee of $25 to cover supplied materials will be charged at
the time of registration. Enrollment limited to 25. Priority given to first-year
students. {E} {A} Credits: 4
Yola Monakhov, Lynne Yamamoto
Offered Fall 2014

ARS 264 Drawing II
An introduction to more advanced theories and techniques of drawing including
the role of drawing in contemporary art. The emphasis of the class will be on
both studio work and class discussion. A major topic will be the development
of independent projects and practice. Prerequisite: ARS 165, 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} Credits: 4
Instructor: TBA
Offered Fall 2014
ARS 266 Painting I
Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 165 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} Credits: 4
John Gibson, Fall 2014
Katherine Schneider, Spring 2015
Offered Fall 2014, Spring 2015

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} Credits: 4
Dwight Pogue
Offered Fall 2014

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} Credits: 4
Dwight Pogue
Offered Spring 2015

ARS 272 Intaglio Techniques
An introduction to intaglio printmaking, particularly etching and drypoint. A required fee of $75 to cover group-supplied materials will be charged at the time of registration. Prerequisite: ARS 161, 162, 163, 172, 173, or permission of the instructor. Enrollment limited to 12. {A} Credits: 4
Lindsey Clark-Ryan
Offered Spring 2015

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. Prerequisite: ARS 161, 163, 173, or permission of the instructor. Enrollment limited to 16. {A} Credits: 4
A. Lee Burns
Offered Fall 2014

ARS 274 Projects in Installation I
This is a course that introduces students to different installation strategies (e.g., working with multiples, found objects, light, site-specificity among others). Coursework includes a series of projects, critiques, readings and a paper. A required fee of $25 to cover group-supplied materials will be charged at the time of registration. Prerequisite: ARS 164, 173, or permission of the instructor. Enrollment limited to 12. {A} Credits: 4
Lynne Yamamoto
Offered Spring 2015

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} Credits: 4
Barry Moser
Offered Fall 2014, Spring 2015

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Prerequisite: ARS 162, 172, 173 or permission of the instructor. Each section will involve either traditional film and darkroom photography or a combination of darkroom and digital processes. A required fee of $75 to cover group-supplied materials will be charged at the time of registration. Enrollment limited to 15 per section. {A} Credits: 4
Yola Monakhov
Offered Fall 2014, Spring 2015

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in discourse about the built environment through the architectural design process. Design is a process of discovery based on personal experience, the joy of exploration and a spirited intuition. Gaining skills in graphic communication, model making and design composition, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. This course will ask students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. 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. Enrollment limited to 24. {A} Credits: 4
Instructor: TBA
Offered Fall 2014

ARS 285 Introduction to Architecture
The goal of this introductory studio is to introduce architecture as a spatial and conceptual declaration of place but also as a tool for launching long-lasting and reciprocating relationships with nature. In this course, sustainability and regenerative design take center stage while students are asked to design for the birth, life and “death” (or recycling) of their projects. This course aspires to develop refreshing and artful architecture that is transformative and exemplary of thought processes and products that can make our world healthier and more resilient. Design projects will be augmented by interdisciplinary lectures, guest critiques and readings as well as an introduction to the digital applications designers use to articulate their ideas. {A} Credits: 4
Instructor: TBA
Offered Spring 2015

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. {A}[M] Credits: 4
John Slepian
Offered Spring 2015
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] Credits: 4
John Gibson
Offered Spring 2015

ARS 364 Drawing III
Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Prerequisite: ARS 163 and ARS 264. Enrollment limited to 15. [A] Credits: 4
Instructor: TBA
Offered Spring 2015

ARS 369 Offset Printmaking II
Advanced study in printmaking. Emphasis on color printing in lithography, block printing, and photo-printmaking. 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] Credits: 4
Dwight Pogue
Offered Spring 2015

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] Credits: 4
Yola Monakhov
Offered Spring 2015

ARS 385 Seminar in Visual Studies
Groundhog Day
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. Enrollment limited to 15 upper-level studio majors. Prerequisites: Two or more courses in the student’s chosen sequence of concentration and permission of the instructor. [A] Credits: 4
John Gibson, John Slepian
Offered Fall 2014

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers the many ways in which places are constructed—culturally, socially and physically. We will examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication will be required. A required fee of $75 to cover group-supplied materials and/or printing will be charged at the time of registration. Prerequisites: ARS 283, 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. [A] Credits: 4
James Middlebrook
Offered Spring 2015

ARS 389 Broad-scale Design and Planning Studio
Same as LSS 389. 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 ARU majors. Enrollment limited to 14. [A] Credits: 4
Reid Bertone-Johnson
Offered Fall 2014

ARS 390 Five College Advanced Studio Seminar
This course is 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. A required fee of $25 to cover group-supplied materials and/or printing will be charged at the time of registration. 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] Credits: 4
Instructor: TBA
Offered Fall 2014

ARS 399 Senior Exhibition Workshop
This one-semester capstone course is required of senior and j-term junior Plan B majors. Students create work in media of their choice and 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. 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. [A] Credits: 4
Lindsey Clark-Ryan, Lynne Yamamoto
Offered Spring 2015

ARS 400 Special Studies
Normally for junior and senior majors. Written project description required. A required fee of $25 to cover group-supplied materials will be charged at the time of registration. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

ARS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

Cross-Listed and Interdepartmental Courses

ANT 135 Introduction to Archaeology
IDP 325 Art/Math Studio
MUX 118 The History and Critical Issues of Museums
REL 280 South Asian Visual Culture
SOC 320 Seminar: Special Topics in the Sociology of Culture
Arts and Technology

Advisers
Rodger Blum, Professor of Dance
Edward Check, Senior Lecturer in Theater
Joseph O'Rourke, Professor of Computer Science, Professor of Mathematics
Barbara Kellum, Professor of Art, Director
Eitan Mendelowitz, Assistant Professor of Computer Science
John Slepian, Assistant Professor of Art
Fraser Stables, Associate Professor of Art
Steve Waksman, Professor of Music

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, as well as 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 adviser. There are many exciting possibilities, including collaborations with other students, and venues for performance, exhibitions, demonstrations and publications.

The Minor

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 and technology minor adviser.

1. One or more Foundational Courses:
ARS 162 Introduction to Digital Media
THE 100 The Art of Theatre Design

2. At least three Intermediate Courses, from at least two different departments, at least two at the 200-level or above:
CSC 111 Introduction to Computer Science Through Programming
CSC 205 Modeling in the Sciences
PHY 117 Introductory Physics I
MUS 205 Topics in Popular Music
EGR 100 Engineering for Everyone
CSC 212 Programming With Data Structures
CSC 240 Computer Graphics
THE 253 Introduction to Lighting Design
MUS 345 Electro-Acoustic Music
ARS 361 Interactive Digital Multimedia

3. Culminating Special Studies on a topic approved by an arts and technology minor adviser:
400-level 4-credit Special Studies, a 400-level 4-credit Special Studies in the adviser’s department or program.
Astronomy

Professors
Suzan Edwards, Ph.D.
James Daniel Lowenthal, Ph.D., Chair

Laboratory Instructor
Margaret Glynn Lysaght Thacher, M.S.

Five College faculty teaching in the undergraduate program
Melinda Darby Dyar, Ph.D. (Professor, Mount Holyoke College)
Caleb Fassett, Ph.D. (Mount Holyoke College)
Salman Arshad Hameed, Ph.D. (Associate Professor, Hampshire College)
Houjun Mo, Ph.D. (Professor, University of Massachusetts)
Alexandra Pope, Ph.D. (Assistant Professor, University of Massachusetts)
E. Peter Schloerb, Ph.D. (Professor, University of Massachusetts)
Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)
Ronald Snell, Ph.D. (Professor, University of Massachusetts)
Grant Wilson, Ph.D. (Associate Professor, University of Massachusetts)
Min Su Yun, Ph.D. (Professor, University of Massachusetts)

The Major
Advisers: Suzan Edwards, James Lowenthal

The astronomy major provides 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 eight courses: 111 or 228; 113; three astronomy courses at the 200 level (at least one of which is 224 or 225); one astronomy course at the 300 level; PHY 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, geosciences, computer science, or the history or philosophy of science.

The Minor
Advisers: Suzan Edwards, James Lowenthal

The minor provides 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 that would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscience 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 three courses: 111; 224 or 225; and PHY 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or physics offering.

Minor in Astrophysics
Advisers: Suzan Edwards, James Lowenthal

The astrophysics minor is 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: James Lowenthal

AST 430D Honors Project
Full-year course; 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. Credits: 4 per semester, 8 for yearlong course

James Lowenthal

Students who are considering a major in astronomy should complete PHY 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 nonscience majors who would like to know something about the universe are AST 100, AST 102, AST 103, PHY/AST 109, and AST 220. Check the astronomy department Web page 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 Professors Edwards or Lowenthal for the time of the first class meeting.

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 nonscience majors. [N] Credits: 4

James Lowenthal

Offered Spring 2015

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 completing weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture,
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 nonscience majors. Enrollment limited to 20 students per section. {N} Credits: 4
James Lowenthal, Fall 2014
Suzan Edwards, Spring 2015
Offered Fall 2014, Spring 2015

AST 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 for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent. {N} Credits: 4
Suzan Edwards
Offered Fall 2014

AST 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. Not open to students who have taken AST 103. Enrollment limited to 20 students. {N} Credits: 4
James Lowenthal
Offered Spring 2015

AST 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. This course requires registration through the Five College system. Class is located at Mount Holyoke College. {N} Credits: 4
Instructor: TBA
Offered Fall 2014

AST 224 FC24 Stellar Astronomy
Discover the fundamental properties of stars from the analysis of digital images and application of basic laws of physics. Extensive use of computers and scientific programming and data analysis. Offered in alternate years with 225. Prerequisites: PHY 115, MTH 111, plus one astronomy class. {N} Credits: 4
Suzan Edwards
Offered Fall 2014

AST 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} Credits: 4
Suzan Edwards
Not Offered This Academic Year

AST 226 FC26 Cosmology
Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. Offered at Smith. {N} Credits: 4
Instructor: TBA
Not Offered This Academic Year

AST 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. Prerequisites: two semesters of college-level physics and second-semester calculus. {N} Credits: 4
Suzan Edwards
Offered Spring 2015

AST 330 FC30 Seminar: Topics in Astrophysics
Advanced Cosmology
The application of physics to the understanding of the origin, structure and evolution of the universe. The expanding universe: observational evidence, observables and physical quantities in an expanding universe; the standard big-bang model: the evolution of the universe; matter/energy content of the universe: dark matter and dark energy; the thermal history and the generation of particles and elements; the cosmic microwave background; how to probe the geometry and energy content of the universe; inflation; the growth of structure in an expanding universe; the formation of dark-matter halos and galaxies. Strong background in physics and math is required. Prerequisites: 4 semesters of physics; proficiency in calculus (differentiation, integration, differential equations). This course requires registration through the Five College system. {N} Credits: 4
Houjun Mo
Offered Fall 2014

Astronomy in a Global Context
(At UMass Amherst.) In this course, the class will operate as a “think tank” and consider an important problem for the semester. Like problems presented to a real think tank, the questions for study will be considered to have come from a specific customer who has specific requirements and reasons for requesting the study. The work will consist of three phases: (1) reflection on the question itself and preparation of a work plan to address it; (2) scientific study of the problem; and (3) formulation of recommendations and a final work product for the customer. This course requires registration through the Five College system. Credits: 4
Instructor: TBA
Offered Spring 2015

AST 335 FC35 Astrophysics II: Stellar Structure
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:
AST 228 and four semesters of college physics. This course requires registration through the Five College system. Class is at UMass Amherst. (N) Credits: 4

Min Yun
Offered Fall 2014

AST 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) Credits: 4

James Lowenthal
Offered Fall 2014

AST 341 FC41 Observational Techniques II
An immersive research experience in observational astrophysics for students who have completed AST 337. Students will design an independent scientific observing program and carry it out at the WIYN 0.9m telescope on Kitt Peak, AZ in January. The rest of the semester will be spent reducing and analyzing the data obtained and preparing scientific results for presentation. Professional techniques of CCD imaging, photometry, astrometry and statistical image analysis will be applied using research-grade software. Weekly class seminar meetings will be supplemented by individual and team-based tutorial sessions. Possible projects include studying star formation regions and star formation histories in external galaxies, measuring ages and chemical composition of star clusters, searching for exoplanets, supernova or eclipsing binary stars. Prerequisites: AST 337 and permission of the instructor. Enrollment limit of 10 students. (E) (N) Credits: 4

Instructor: TBA
Offered Spring 2015

AST 352 FC52 Astrophysics III: Galaxies and the Universe
(At UMass Amherst.) 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) Credits: 4

Alexandra Pope
Offered Spring 2015

AST 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. Credits: 1 to 4

Offered Fall 2014, Spring 2015

AST 430D Honors Project
Full-year course; 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. Credits: 4 per semester, 8 for yearlong course

Offered Fall 2014, Spring 2015
Biochemistry

Professors
Stylianos P. Scordilis, Ph.D. (Biological Sciences)
Steven A. Williams, Ph.D. (Biological Sciences)
David Bickar, Ph.D. (Chemistry)
Christine Ann White-Ziegler, Ph.D. (Biological Sciences)
Adam Charles Hall, Ph.D. (Biological Sciences)

Associate Professors
Cristina Suarez, Ph.D. (Chemistry)
Elizabeth Redding Jamieson, Ph.D., Director (Chemistry)

Assistant Professor
Nathan D. Derr, Ph.D. (Biological Sciences)
David Gorin, Ph.D. (Chemistry)

Laboratory Instructor
Kalina Petrova Dimova, Ph.D.

The Major

Foundation Courses: BIO 150/151, 202/203, 230/231; CHM 111, 222, 223 and 224, or 118, 222 and 223; BCH 252/253.

Upper-level Courses
BCH 352/353
CHM 332 or 335
One physiology course from: BIO 200/201, 204/205, 206/207
One elective from: BCH 380, 390; BIO 306, 310, 332; CHM 328, 338, 357, 369

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Exemption from BIO 150/151 may be obtained for students who receive advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A levels). Students receiving advanced placement on their Smith College transcript for chemistry are strongly encouraged to start the introductory chemistry courses with CHM 118.

Students are advised to complete all the following foundational courses before the junior year: BIO 150/151, 202/203, CHM 111, 222, 223, and 224 or 118, 222, and 223; BCH 252/253.

Biochemistry majors are encouraged to include research in the form of a Special Studies (BCH 400, 400D) or Honors (BCH 430D, 432D) Project in their course of study.

Preparation for Graduate Study in Biochemistry and Molecular Biology

Students interested in pursuing further studies in either molecular biology or biochemistry will have a strong academic and experimental background for entrance to graduate school. Students planning graduate study 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 of English, general chemistry, organic chemistry, physics, math and biology. The science courses must include laboratories. The requirements for the biochemistry major include several of the courses for entrance into health professional programs, making the biochemistry major an excellent choice for students 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: David Bickar, Nate Derr, David Gorin, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Christine White-Ziegler, Steven Williams

Honors Director: David Bickar

BCH 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
David Bickar
Offered Fall 2014, Spring 2015

BCH 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
David Bickar
Offered Fall 2014, Spring 2015

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 website for specific requirements and application procedures.

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.

BCH 252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes, and regulation. Prerequisites: BIO 202 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. (N) Credits: 3
Stylianos Scordilis
Offered Spring 2015

BCH 253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrophotofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. (N) Credits: 2
Kalina Dimova
Offered Spring 2015
BCH 352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. [N] Credits: 3
Eliza Dimova
Offered Fall 2014

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. [N] Credits: 2
Kalina Dimova
Offered Fall 2014

BCH 380 Seminar: Topics in Biochemistry
Cancer Cells out of Control
Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar considers 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] Credits: 3
Stylianos Scordilis
Offered Spring 2015

Molecular Pathogenesis of Emerging Infectious Diseases
This course examines the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202, or BIO 204. Recommended: BIO 306 [N] Credits: 3
Christine White-Ziegler
Not Offered This Academic Year

BCH 390 Biochemical Research Using Advanced Techniques
Techniques for 2015: RNA-Seq. In the post-genomics era we are now faced with deciphering the ever-increasing complexity of macromolecules and their regulation. RNA-Seq allows us to use next-generation sequencing to analyze the expression pattern of every gene in an organism (i.e., the transcriptome) in response to varying conditions. Going from sample preparation through to data analysis, this primarily laboratory-based course will have students use state-of-the-art molecular techniques to complete student/faculty--designed projects. Prerequisites: BIO 230 and 251. Enrollment limited to 12 by permission of the instructor. (E) [N] Credits: 4
Christine White-Ziegler, Lou Ann Bierwert
Offered Spring 2015

BCH 400 Special Studies
Credits: 1 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

BCH 400D Special Studies
Variable credit (2 to 10) as assigned
Credits: 1 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

BCH 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
David Bickar
Offered Fall 2014, Spring 2015

BCH 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
David Bickar
Offered Fall 2014, Spring 2015

Biological Sciences and Chemistry Courses in the Major

BIO 150 Cells, Physiology and Development
Students in this course 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 also is explored. In addition to lectures, each student participates in discussion sections that will focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 151) is recommended but not required. [N] Credits: 4
Danielle Ignace, Nathan Derr. Fall 2014
Michael Barresi. Spring 2015
Offered Fall 2014, Spring 2015

BIO 151 Cells, Physiology and Development Laboratory
Laboratory sessions in this course combine observational and experimental protocols. Students 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] Credits: 1
Instructor: TBA, Fall 2014
Graham Kent, Jan Vriezen. Spring 2015
Offered Fall 2014, Spring 2015

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] Credits: 4
Lisa Mangiamele
Offered Fall 2014

BIO 201 Animal Physiology Laboratory
Experiments 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] Credits: 1
Instructor: TBA, Lisa Mangiamele, Fall 2014
Offered Fall 2014

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course examines 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] Credits: 4
Stylianos Scordilis
Offered Fall 2014
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] Credits: 1
Graham Kent, Jan Vriezen, Fall 2014
Offered Fall 2014

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] Credits: 3
Christine White-Ziegler
Offered Spring 2015

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] Credits: 2
Jan Vriezen
Offered Spring 2015

BIO 206 Plant Physiology
The course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions, and gas exchange from the leaves to ecosystems. General principles in these topics will be used to develop an understanding of how interactions between plants impact plant communities and ecosystem processes. Prerequisites: BIO 150, and CHM 111 or CHM 118. [N] Credits: 4
Danielle Ignace
Offered Spring 2015

BIO 207 Plant Physiology Laboratory
The laboratory explores concepts discussed in lecture by using current approaches in plant physiology. Students gain hands-on experience with instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate), nutrient allocation, and stable isotope variation. Students will be able to critically evaluate the current literature and concepts in plant physiology and carry out independent projects. [N] Credits: 1
Danielle Ignace
Offered Spring 2015

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] Credits: 4
Robert Dorit, Robert Merritt
Offered Spring 2015

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] Credits: 1
Lori Saunders
Offered Spring 2015

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] Credits: 4
Christine White-Ziegler
Not Offered This Academic Year

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] Credits: 4
Adam Hall
Not Offered This Academic Year

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses. Topics 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 are from a textbook and the primary literature. Each student presents 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] Credits: 4
Steven Williams
Not Offered This Academic Year

CHM 111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules, reactions and stoichiometry. Enrollment limited to 16 per lab section. [N] Credits: 5
Andrew Berke, Elizabeth Jamieson, Katherine Queeney, Fall 2014
Offered Fall 2014

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 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 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. (N) Credits: 5

Robert Linck
Offered Fall 2014

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 and alkenes will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Lecture and lab registration by wait-list only. (N) Credits: 5
Kevin Shea, Maren Buck, Fall 2014
Offered Fall 2014

CHM 223 Chemistry III: Organic Chemistry
Material builds on introductory organic chemistry topics covered in 222 and focuses 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) Credits: 5
Kevin Shea
Offered Spring 2015

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 quantitative treatment of thermochemistry, chemical equilibrium, electrochemistry and reaction kinetics. Prerequisite: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. (N) Credits: 5
Katherine Queeney
Offered Spring 2015

CHM 328 Bio-Organic Chemistry
Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include bioorthogonal chemistry, synthetic small molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution, natural product biosynthesis. Prerequisite: 223. (N) Credits: 4
David Gorin
Offered Spring 2015

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: CHM 224 or CHM 118, and MTH 112 or MTH 114. (N) Credits: 5
Andrew Berke
Offered Spring 2015

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) Credits: 4
David Bickar
Offered Spring 2015

CHM 338 Bio-NMR Spectroscopy and Imaging
This course is designed to provide an understanding of the general principles governing one- and two-dimensional 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) Credits: 4
Cristina Suarez
Not Offered this Academic Year

CHM 357 Selected Topics in Biochemistry
Pharmacology and Drug Design
An introduction to the principles and methodology of pharmacology, toxicology, and drug design. The pharmacology of several drugs is 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) Credits: 4
David Bickar
Offered Fall 2014

CHM 369 Bioinorganic Chemistry
This course provides an introduction to the field of bioinorganic chemistry. Students 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) Credits: 4
Elizabeth Jamieson
Not Offered this Academic Year
The Major

The major in biological sciences provides 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

A course in statistics (MTH 245 recommended)

• Five upper-level courses (lectures, seminars or colloquia) 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. Laboratories do not fulfill the upper level or elective course requirements. 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. With the approval of the student’s adviser, one semester of Special Studies (400) or Honors (430, 431 or 432), of 3 credits or more, can substitute for an elective or a 200/300-level laboratory.

With the approval of the student’s adviser, one course in the major may be graded S/U.

Note: Students receiving advanced placement on their Smith College transcript for biology (e.g. AP, International Baccalaureate, A Levels) may substitute 200-/300-level courses, one in each of the respective tracks, for the equivalent core courses. Two of these courses must be taken with labs. A total of 12 courses is still required for completion of the major.

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 206 Plant Physiology, BIO 230 Genomes and Genetic Analysis, BIO 232 Evolutionary Biology, 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 320 Colloquium on Molecular Medicine, BIO 321 Topics in Microbiology, BIO 322 Topics in Cell Biology, BIO 332 Topics in Developmental Biology, NSC 318 Systems Neurobiology

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 Paleooecology

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, BCH 390 Biochemical Research Using Advanced Techniques, NSC 312 Neuroethology
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 264 Plant Diversity and Evolution, BIO 268 Marine Ecology, BIO 272 Vertebrate Biology, GEO 231 Invertebrate Paleontology and Paleoecology


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 secondary 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 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 is required:

- EDC 211 Rethinking Equity and Teaching for English Language Learners (new requirement for 2013–14 for MA state licensing)
- EDC 238 Introduction to Learning Sciences (formerly Educational Psychology)
- EDC 346 Clinical Internship in Teaching
- EDC 347 Individual Differences Among Learners
- EDC 352 Methods of Instruction—Student Teaching Senior year
- EGR 390 Colloq: Teaching Science, Engineering and Technology
- EDC 232 (The American Middle School and High School) and EDC 342 (Growing Up American) (Previously only one of these courses was required for MA state licensing; as of 2013–14 both are required.)

Adviser for Study Abroad: Each student should consult their major advisor for any necessary study abroad information and signatures.

Graduate Courses

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.

Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/biology/graduate.php

Adviser: Jesse Bellemare

BIO 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 repeated both years. Credits: 2

Stylianos Scordilis
Offered Fall 2014

BIO 510 Advanced Studies in Molecular Biology

Credits: 3 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

BIO 520 Advanced Studies in Botany

Credits: 3 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

BIO 530 Advanced Studies in Microbiology

Credits: 3 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

BIO 540 Advanced Studies in Zoology

Credits: 3 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

BIO 550 Advanced Studies in Environmental Biology

Credits: 3 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

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 students particular interest in biology and is chosen in consultation with her adviser.
BIO 590D Research and Thesis
This is a full-year course.
Credits: 4 per semester, 8 for yearlong course
Jesse Bellemare
Offered Fall 2014, Spring 2015

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.

1. Courses in the biological sciences are divided into five main sections. Introductory and non-major courses
2. Core courses, required of all biological sciences majors
3. 200- and 300-level courses
4. Independent research
5. Graduate courses

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 Nonmajor Courses

BIO 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 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 includes guest lectures, outside readings and in-class discussions. [N] Credits: 4
Steven Williams
Not Offered this Academic Year

BIO 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. Credits: 3
Robert Nicholson
Offered Spring 2015

BIO 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] Credits: 3
Michael Marcostrigiano
Offered Fall 2014

BIO 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] Credits: 1
Gabrielle Immerman
Offered Fall 2014

BIO 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] Credits: 3
Michael Marcostrigiano
Offered Spring 2015

BIO 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, compost and an introduction to biotechnology. 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] Credits: 1
Gabrielle Immerman
Offered Fall 2014

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.

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. In addition to attending lectures, each student will participate in discussion sections that will focus on data analysis
and interpretation while integrating mechanisms across scales. Laboratory (BIO 151) is recommended but not required. [N] Credits: 4

Danielle Ignace, Nathan Derr, Fall 2014

Michael Barresi, Spring 2015

Offered Fall 2014, Spring 2015

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course will combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students 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} Credits: 1

Instructor: TBA, Fall 2014

Graham Kent, Spring 2015

Offered Fall 2014, Spring 2015

BIO 152 Genetics, Evolution and Molecular Biosciences

Students in this course achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include Central Dogma, 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 participates in discussion sections that focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. [N] Credits: 4

Robert Merritt, Fall 2014

Laura Katz, Robert Dorit, Spring 2015

Offered Fall 2014, Spring 2015

BIO 153 Genetics, Evolution, and Molecular Biosciences Laboratory

Laboratory sessions in this course combine experiments in genetics with exposure to basic techniques in molecular biology. Laboratories include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 152 (normally taken concurrently). [N] Credits: 1

Instructor: TBA, Fall 2014

Instructor: TBA, Jan Vriesen, Spring 2015

Offered Fall 2014, Spring 2015

BIO 154 Biodiversity, Ecology and Conservation

Students in this course 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; principal 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] Credits: 4

L. David Smith, Fall 2014

Paulette Peckol, Spring 2015

Offered Fall 2014, Spring 2015

BIO 155 Biodiversity, Ecology, and Conservation Laboratory

Laboratory sessions in this course combine observational and experimental protocols both in the lab and in the field. Students gain familiarity with the diverse lineages of life and design and conduct research to address specific hypotheses about a subset of lineages. There will also be field trips to local sites where students engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 154 (normally taken concurrently). {N} Credits: 1

Instructor: TBA

Offered Fall 2014, Spring 2015

BIO 157Y Discovery: Form, Function and Genetics of Novel Bacteriophage

This two-semester introductory laboratory experience focuses on the biology of bacteriophages, 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 focuses 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] Credits: 2 per semester; 4 for yearlong course

Lori Saunders

Not Offered This Academic Year

BIO 159Y From Environment to Embryo: An Interdisciplinary Research Course

This yearlong research-based lecture-laboratory course exposes students to fundamental concepts across the natural and life sciences through interdisciplinary research. Cannot be repeated for credit. Course only open to first-year students. Enrollment limit of 18 students. Fall: 1 credit; spring: 4 credits; 5 credits total (E)

Hydraulic Fracturing

Does hydraulic fracturing or “fracking” pose any environmental danger? In the fall students will read and discuss all aspects of fracking from the politics to the science, and then engage in laboratory research the following Spring semester. Students will collect samples at actual fracking sites, and analyze the chemical nature of these samples in the Center for Geochemistry. Using molecular and microscopy techniques students will design experiments using the zebrafish model system to investigate whether their collected compounds can cause malformations in a variety of developing systems such as cardiovascular, nervous, and muscular tissues. Lastly students will generate video narratives presenting their experimental design and novel results that will be publicly disseminated. Cannot be repeated for credit. Course only open to first-year students. Enrollment limit of 18 students. Fall: 1 credit; spring: 4 credits; 5 credits total (E) [N] Credits: per semester; 5 for yearlong course

Michael Barresi

Offered Fall 2014, Spring 2015

BIO 180Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course

Same as GEO 180y: This is an interdisciplinary research immersion course investigating biogeochemical cycling in the Avery Brook watershed with a particular focus on mercury—its deposition on and movement through the watershed, its methylation by the microbial communities in watershed beaver ponds and its bioaccumulation. The questions asked and techniques applied will span the disciplines of biological science, geoscience, chemistry and environmental science. It is expected that, by the end of the spring semester, students will have drafted research papers and/or posters for presentation at regional or national meetings. The course combines field and laboratory research. (E) [N] Credits: 2

Robert Merritt, Robert Newton

Offered Fall 2014, Spring 2015

200- and 300-Level Courses

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} Credits: 4
Lisa Mangiamele
Offered Fall 2014

**BIO 201 Animal Physiology Laboratory**
Experiments 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} Credits: 1
Instructor: TBA, Lisa Mangiamele, Fall 2014
Offered Fall 2014

**BIO 202 Cell Biology**
The structure and function of eukaryotic cells. This course examines 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} Credits: 4
Stylamis Scordilis
Offered Fall 2014

**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. The emphasis is on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). {N} Credits: 1
Graham Kont, Jan Vriezen, Fall 2014
Offered Fall 2014

**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} Credits: 3
Christine White-Ziegler
Offered Fall 2014

**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} Credits: 2
Jan Vriezen
Offered Spring 2015

**BIO 206 Plant Physiology**
The course provides a broad understanding of key concepts in plant physiology and how the environment affects plant function. Key concepts include water and nutrient uptake, growth and allocation, plant-soil interactions, and gas exchange from the leaves to ecosystems. General principles in these topics are used to develop an understanding of how interactions between plants impact plant communities and ecosystem processes. Prerequisites: BIO 150, and CHM 111 or CHM 118. {N} Credits: 4
Danielle Ignace
Offered Spring 2015

**BIO 207 Plant Physiology Laboratory**
The laboratory explores concepts discussed in lecture by using current approaches in plant physiology. Students gain hands-on experience with instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate), nutrient allocation and stable isotope variation. Students will be able to critically evaluate the current literature and concepts in plant physiology and carry out independent projects. {N} Credits: 1
Danielle Ignace
Offered Spring 2015

**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 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 also deals 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 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} Credits: 4
Robert Dorst, Robert Merritt
Offered Spring 2015

**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} Credits: 1
Lori Saunders
Offered Spring 2015

**BIO 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 include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 152 or BIO 154 or permission of the instructor. {N} Credits: 4
Laura Katz
Offered Fall 2014

**BIO 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 surveys the extraordinary diversity and importance of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. BIO 261 must be taken concurrently. {N} Credits: 3
L. David Smith
Offered Spring 2015
BIO 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} Credits: 2
L. David Smith
Offered Spring 2015

BIO 264 Plant Diversity and Evolution
This course explores the diversity of plant life and investigates 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} Credits: 4
Jesse Bellemare
Offered Spring 2015

BIO 265 Plant Diversity and Evolution Laboratory
This lab introduces students to plant morphology and identification, with a focus on the outstanding collections in the Lyman Plant House and on the native flora of western Massachusetts. BIO 264 must be taken concurrently. {N} Credits: 1
Jesse Bellemare
Offered Spring 2015

BIO 268 Marine Ecology
The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we 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} Credits: 5
Paulette Peckol
Offered Fall 2014

BIO 269 Marine Ecology Laboratory
The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students learn to design and analyze experiments, and to write in the scientific style. Field trips to Maine and Cape Cod, Mass., provide hands-on experience with marine organisms in their natural habitats. Prerequisite: BIO 268, which must be taken concurrently. {N} Credits: 2
Graham Kent, Paulette Peckol, Fall 2014
Offered Fall 2014

BIO 272 Vertebrate Biology
A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Laboratory (BIO 273) is recommended but not required. {N} Credits: 4
Virginia Hayssen
Offered Spring 2015

BIO 273 Vertebrate Biology Laboratory
A largely anatomical exploration of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Enrollment limited to 20 students. BIO 272 is normally taken with or prior to BIO 273. {N} Credits: 1
Virginia Hayssen
Offered Spring 2015

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. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. {N} Credits: 4
Richard Olivo
Offered Spring 2015

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} Credits: 1
Richard Olivo
Offered Spring 2015

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 is presented in concert with the experiments underlying our current knowledge. We will have web conferences 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} Credits: 4
Michael Barresi
Offered Fall 2014

BIO 303 Research in Developmental Biology
Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgensics, 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} Credits: 1
Michael Barresi
Offered Fall 2014

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} Credits: 4
Christine White-Ziegler
Not Offered This Academic Year

BIO 307 Immunology Laboratory
The use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Prerequisite: BIO 306 (may be taken concurrently). Enrollment limited to 16 students. {N} Credits: 1
Jan Vriezen
Not Offered This Academic Year
BIO 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 image analysis. Particular attention will be paid to experimental design and how microscopy-based experiments answer biological questions at the molecular and cellular level. The use of fluorescent proteins in data generation is considered along with discussions of elucidating the relationship between structure and function in biology. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 6. {N} Credits: 3
Nathan Derr
Offered Spring 2015

BIO 309 Introduction to Biological Microscopy Laboratory
Students design experiments to answer current questions in cell biology with an emphasis on the techniques of light (fluorescence, confocal, DIC) and electron (transmission and scanning) microscopy. The specific advantages and complementary type of data generated by each instrument will be emphasized. Laboratory techniques for the introduction of fluorescent proteins into cells and other molecular and cellular details of experimental design are covered. In addition to the formal laboratory period, students will need to arrange additional blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. Enrollment limited to 6. {N} Credits: 2
Nathan Derr
Offered Spring 2015

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} Credits: 4
Adam Hall
Not Offered This Academic Year

BIO 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} Credits: 1
Adam Hall
Not Offered This Academic Year

BIO 320 Colloquium on Molecular Medicine
A study of cells and their diseased states in humans and other animals. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include cellular pathology, inflammation, tuberculosis, cancer, metabolic disorders such as hemolytic anemias, cystic fibrosis, as well as the clinical symptomology and therapeutic possibilities. Prerequisite: BIO 202 {N} Credits: 4
Stylianos Scordilis
Offered Spring 2016

BIO 321 Seminar: Topics in Microbiology
Ecology and Genomics of Emerging Infectious Diseases
This course examines the impact of infectious diseases on our society. New pathogens have recently been identified, while existing pathogens have warrant-ed increased investigation for multiple reasons, including as causative agents of chronic disease and cancer and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites BIO 202, or BIO 204. Recommended: BIO 306. {N} Credits: 3
Robert Dorit
Offered Fall 2014

BIO 322 Topics in Cell Biology
Synthetic Biology and Bionanotechnology
An investigation of the emerging fields of synthetic biology and bionanotechnol-ogy drawn from semi-popular and primary research literature. In this seminar, we focus on the central question of what can be achieved by approaching biol-ogy from an engineering mindset. Specifically, what can be learned by treating biological components (proteins and nucleic acids) and systems (signaling and metabolic networks) as interchangeable machine-like parts? We study examples of this intellectual and experimental approach and how its application has en-hanced our understanding of cell biology. Harnessing biological systems for the production of pharmaceuticals and hydrocarbon fuel sources is also considered. Finally, we explore the prospect of affecting and interacting with cells using engineered nanoscale devices made from biological building blocks and the po-tential application of these techniques in the diagnosis and treatment of disease. Prerequisite: BIO 202 or 230 or permission of the instructor. {N} Credits: 3
Nathan Derr
Offered Fall 2014

BIO 331 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} Credits: 4
Steven Williams
Not Offered This Academic Year

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses. Topics 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 are 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} Credits: 4
Steven Williams
Not Offered This Academic Year

BIO 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 are learned in the context of a semester-long project. These methods 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. {N} Credits: 1
Lori Saunders
Not Offered This Academic Year

BIO 355 Bioinformatics and Comparative Molecular Biology Laboratory
This lab introduces the computational and quantitative tools underlying contemporary bioinformatics. We explore the various approaches to phylogenetic reconstruction using molecular data, methods of data mining in genome databases, comparative genomics, structure-function modeling, and
the use of molecular data to reconstruct population and evolutionary history. Students are encouraged to explore datasets of particular interest to them. Prerequisite: BIO 334 (normally taken concurrently), or permission of the instructor. Enrollment limited to 14. (N) Credits: 2
Robert Dorit
Not Offered This Academic Year

BIO 351 Topics in Evolutionary Biology
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, 230, 232 or permission of the instructor. (N) Credits: 3
Laura Katz
Offered Fall 2014

BIO 362 Animal Behavior
Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. (N) Credits: 3
Virginia Hayssen
Offered Fall 2015

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. (N) Credits: 3
Virginia Hayssen
Offered Fall 2014

BIO 364 Plant Ecology
This course surveys the environmental factors, historical processes and ecological interactions that influence the distribution and abundance of plant species in the landscape. The class examines how plant communities are assembled and what processes influence their structure and diversity, including past and present human activities. We 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 220). BIO 365 must be taken concurrently. Enrollment limited to 20. (N) Credits: 3
Jesse Bellemare
Offered Fall 2014

BIO 365 Plant Ecology Laboratory
This lab 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 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) Credits: 2
Jesse Bellemare
Offered Fall 2014

BIO 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) Credits: 4
Paulette Peckol
Offered Spring 2017

BIO 370 Microbial Diversity
This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic lineages. The first weeks of lecture will cover the basics of evolutionary analysis, and the origin and diversification of bacteria and archaea. From there, we 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, discussion and an independent research paper. Prerequisite: BIO 152 or 154. Laboratory (BIO 371) is recommended but not required. (N) Credits: 3
Laura Katz
Offered Spring 2015

BIO 371 Microbial Diversity Laboratory
Students observe the great diversity of microorganisms present in different habitats. As an introduction, students sample microbes associated with specific plants plus microbes present across the gradients of temperature and moisture within the Lyman Plant House. Emphasis is on completion of a research project. As part of this project, students collect samples from a vernal pond and learn about the change in microbial community over time. Microscopy and molecular techniques are used to examine organisms and communities. A one-hour weekly lab meeting will be scheduled in addition to the three-hour lab period. BIO 370 must be taken concurrently. (N) Credits: 2
Judith Wopereis
Offered Spring 2015

BIO 390 Seminar: Topics in Environmental Biology
The Ecological Impacts of Global Change
Ecosystems are constantly challenged by global change due to anthropogenic activities. This seminar explores the impacts of several global change factors, including nonnative plant and animal invasions, pollution, and climate change. An eco-physiological approach will be used to understand these challenges by covering a broad range of readings from scientific journal articles, news sources, and global change assessments. Students improve their writing and presentation skills while advancing their ability to think analytically and creatively about the scientific literature. Ultimately, the course addresses pressing global change problems and elucidates the role for adaptation and mitigation. (N) Credits: 3
Danielle Ignace
Offered Fall 2014

Coral Reef Ecology and Conservation
Coral reefs occupy a small portion of Earth's surface, but their importance to the marine ecosystem is great. This seminar considers the geologic importance and ecological interactions of coral reefs. We focus on the status of coral reefs worldwide, considering effects of environmental and anthropogenic disturbances (e.g. major storms, eutrophication, acidification, overfishing). Methods for reef conservation are examined. Prerequisite: permission of the instructor. (N) Credits: 3
Paulette Peckol
Offered Spring 2017
Independent Research

**BIO 400 Special Studies**
Credits: 1 to 5  
*Instructor: TBA*
Offered Fall 2014, Spring 2015

**Honors**

Director: Virginia Hayssen

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

**BIO 430D Honors Project**
Credits: 4 per semester, 8 for yearlong course  
*Virginia Hayssen*
Offered Fall 2014, Spring 2015

**BIO 431 Honors Project**
Credits: 8  
*Virginia Hayssen*
Offered Fall 2014

**BIO 432D Honors Project**
Credits: 6 per semester, 12 for yearlong course  
*Virginia Hayssen*
Offered Fall 2014, Spring 2015
Biomathematical Sciences Concentration

Directors: Robert Dorit (BIO), Christophe Golé (MTH), Ileana Streinu (CSC), (acting director, 2014–15)
Coordinator: Denise Lello (BIO)
Advisory Committee: Directors, Coordinator, L. David Smith (BIO)
Faculty Participants: Michael Barresi (BIO), Jesse Bellemare (BIO), David Bickar (CHM), Rob Dorit (BIO), Christophe Golé (MTH), Mary Harrington (PSY), Denise Lello (BIO), Borjana Mikic (EGR), David Smith (BIO), Ileana Streinu (CSC), Cristina Suarez (CHM), Nessy Tania (MTH), Susan Voss (ENG)

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 or computer science electives.)
3. Two research experiences (academic year or summer research project, professional internship)
4. A capstone experience, such as BIO 334 Bio-informatics, CSC 334 Computational Biology, MTH 364 Topics in Continuous Applied Mathematics, EGR 373 Skeletal Biomechanics or an honors thesis.

Gateway Courses
One of the following is required for the concentration.

BMX 100 Frontiers in Biomathematics
This interdisciplinary lecture course explores topics at the intersection of the life and mathematical sciences. The course includes three modules, each of which introduces students to a biomath research question. Students work in groups to collect data and investigate modeling and analytical tools that can reveal meaning in the data. Each module is co-taught by two faculty members, one from the life sciences and one from the quantitative sciences. The emphasis throughout the course is on formulating lines of inquiry and learning to develop and test conceptual models. Open to all students. Graded S/U. (E) Credits: 2

BSC 205 Modeling in the Sciences
Same as MTH 205. 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) Credits: 4

Other Courses

BMX 120 Biomath Bootcamp
This course is a hands-on introduction to computational and modeling methods in the life sciences. In an intensive series of workshops extending over six days, students will learn to use MATLAB as a research tool. Students begin by completing tutorials designed to introduce basic MATLAB commands and methods and then progress to practice both data analysis and modeling using the software. For their own course capstone project, participants will be encouraged to bring their own data or computational projects. Graded S/U. Permission of the instructor. Enrollment limited to 22. Cannot be repeated for credit. (E) Credits: 2

Denise Lello
Offered Interterm 2015

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 website and contact the director or coordinator for additional information.
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 craftspersons 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

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 internships in some field of book studies. The combined coursework will total no fewer than 19 credits; the internships carry no credit.

1. The gateway course (1 credit)

BXX 140 Perspectives on Book Studies
The gateway course presents the major themes 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; permission of the instructor required. Graded S/U only. Credits: 1
Martin Antonetti
Offered Interterm 2015

2. Two required core courses (total of 8 credits)

ARH 247/ENG 293 The Art and History of the Book
Martin Antonetti
ENG/HSC 207 The Technology of Reading and Writing
Charles Reeves

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 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 internships

5. The senior capstone seminar (2 credits)

BKX 300 Senior Capstone Seminar
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. The seminar will meet once each week to discuss methodology and progress on the independent projects and to discuss general readings in book studies theory and praxis. Enrollment limited to book studies concentrators who are seniors. Graded S/U only. Credits: 2
Martin Antonetti
Offered Fall 2014

Approved Courses

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 concentration adviser approval.

Smith College

ARX 141 What I Found in the Archives
ARH 268 The Artist’s Book in the 20th Century
ARS 275 The Book: Theory and Practice I
CLT 100 Introduction to Comparative Literature: The Pleasures of Reading
CLT 220 Colloquium: Imagining Language
EDC 338 Children Learning to Read
ENG 238 What Jane Austen Read: The 18th-Century Novel
ARS 171 Introduction to the Materials of Art

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, Folktale and Children's Literature  
COMP LIT 392b  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
Jay Garfield, Jamie Hubbard, Constance Kassor (Director 2014–15), Marylin Rhie, Andy Rotman

Other faculty members at Smith who teach courses related to Buddhist studies
Nalini Bhushan, Suzanne Gottschang, Leslie Jaffe, Sabina Knight, Kimberly Kono, Thomas Rohlich, Sujane Wu

Five College faculty in Buddhist Studies include
Hampshire College: Sue Darlington, Alan Hodder
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. 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:
1. two required courses (the gateway course BUX 120 and a capstone course)  
2. four elective courses  
3. two practical learning experiences.  

The entrance to the concentration is through a 1-credit gateway course (BUX 120), which is team-taught by members of the faculty and guest speakers from the community. It gives students a broad introduction to the many disciplines and geographic areas of the field, as well as brings together faculty from diverse departments and programs.

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 Smith offers 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. Electives should address at least two of the following regions: South Asia, Southeast Asia, East Asia, Western Buddhism; 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.

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 internship opportunities, including working with nuns in northern Himalayan regions of India (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. Praxis funding may be available for some internships.

We also encourage students to pursue community service locally in the many 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 SAI project described above) and simply learning while helping (working with the local Khmer community in their local temples, for example).

Courses
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. This course will be meeting during the second half of the semester only. Graded S/U only. (E) Credits: 1
Constance Kassor
Offered Fall 2014

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central University of Tibetan Studies in Sarnath, India, as part of the Hampshire/Five College in India program. Students take daily classes, taught by eminent Tibetan scholars, in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, and
they 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 also visit important Buddhist historical sites and explore Varanasi, one of the oldest continuously inhabited cities in the world. Each student is paired with a Tibetan student “buddy” to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/SCIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. (H)(M)(S) Credits: 3

Constance Kassor
Offered Interterm 2015

Elective Courses

The following courses offered at Smith College in 2014–15 can be counted as electives in the Buddhist studies concentration:

**EAS 270 Colloquium in East Asian Studies**
*Art of Korea*
*Marylin Rhie*
*Offered Fall 2014*

**REL 110 Colloquia: Thematic Studies in Religion**
*Politics of Enlightenment*
*Jamie Hubbard*
*Offered Fall 2014*

**ARH 222 The Art of China**
*Marylin Rhie*
*Offered Fall 2014*

**REL 260 Buddhist Thought**
*Constance Kassor*
*Offered Spring 2015*

**REL 278 Religion in the Himalayas: Coexistence, Conflict and Change**
*Constance Kassor*
*Offered Spring 2015*

**REL 282 Violence and Nonviolence in Religious Traditions of South Asia**
*Andy Rotman*
*Offered Fall 2014*

**REL 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being**
*Jamie Hubbard, Philip Peake*
*Offered Spring 2015*

There are also many Buddhism-related courses offered at Smith College and throughout the Five Colleges.
Chemistry

Professors
Robert G. Linck, Ph.D.
David Bickar, Ph.D.
Katherine Lynn Queeney, Ph.D.
Kevin Michael Shea, Ph.D., Chair

Associate Professors
Cristina Suarez, Ph.D.
Elizabeth Rodding Jamieson, Ph.D.

Assistant Professors
David Gorin, Ph.D.
Maren Buck, Ph.D.
Andrew Berke, Ph.D.

Senior Lecturer Emerita
Lale Aka Burk, Ph.D.

Laboratory Instructors
Maria E. Bickar, M.S.
Mohini S Kulp, Ph.D.
Rebecca Thomas, Ph.D.
Joseph C. Yeager, Ph.D.

Research Associate
Shizuka Hsieh, Ph.D.

The Major
Advisers: Members of the department
Adviser for Study Abroad: Cristina Suarez

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: BICH 252, BCH 352, GEO 301, PHY 319, PHY 327, PHY 360 (topic-dependent).

Independent research (CHM 400, 430 or 432) worth four or more credits may be used as one (only) of the electives 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 program 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 professional 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 information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 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: David Bickar

CHM 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

CHM 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2014, Spring 2015

Please consult the director of honors or the departmental website 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 catalog for details.

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.

CHM 100 Perspectives in Chemistry
Chemistry of Art Objects
In this museum-based course, chemistry is discussed in the context of art. We 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 are 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} Credits: 4
Elizabeth Jamieson, David Dempsey
Offered Spring 2015

CHM 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} Credits: 4
Andrew Berke
Offered Spring 2015

CHM 111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties
of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. [N] Credits: 5

**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 are quickly reviewed. The major portions of the course 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 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. [N] 5

Robert Linck
Offered Fall 2014

**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 and alkenes is studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Lecture and lab registration by wait-list only. [N] Credits: 5

Kevin Shea, Robert Linck
Spring 2015

Offered Spring 2015

**CHM 223 Chemistry III: Organic Chemistry**

Material builds on introductory organic chemistry topics covered in 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols, ethers, aromativity 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] Credits: 5

Kevin Shea, Maren Buck
Fall 2014

Offered Fall 2014

**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 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] Credits: 5

Katherine Queeney
Offered Spring 2015

**CHM 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] Credits: 4

Kevin Shea
Offered Spring 2015

**CHM 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] Credits: 4

Maren Buck
Offered Spring 2015

**CHM 328 Bio-Organic Chemistry**

Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include bioorthogonal chemistry, synthetic small molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution, natural product biosynthesis. Prerequisite: 223. [N] Credits: 4

David Gorn
Offered Spring 2015

**CHM 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] Credits: 5

Andrew Berke
Offered Fall 2014

**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: CHM 224 or CHM 118, and MTH 112 or MTH 114. [N] Credits: 5

Andrew Berke
Offered Spring 2015

**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] Credits: 4

David Bickar
Offered Spring 2015

**CHM 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 traditional 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 20. [N] Credits: 4

Katherine Queeney
Offered Spring 2015

**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) is also 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] Credits: 4

Cristina Suarez
Not Offered This Academic Year
CHM 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 measurement of these processes. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular) high performance chromatographic separations (both gas and liquid), electrochemistry as well microwave- and ultrasound-assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports will be required. Prerequisite: CHM 224 or permission of the instructor. [N] Credits: 4
Cristina Suarez
Offered Fall 2014

CHM 357 Selected Topics in Biochemistry
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] Credits: 4
David Bickar
Offered Fall 2014

CHM 363 Advanced Inorganic Chemistry
Inorganic chemistry
Application of group theory to coordination compounds, molecular orbital theo- ry of main group compounds and organometallic compounds. Prerequisite: 118 or 224. [N] Credits: 4
Elizabeth Jamieson
Offered Spring 2015

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] Credits: 4
Elizabeth Jamieson
Not Offered This Academic Year

Cross-listed and Interdepartmental Courses

BCH 352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. [N] Credits: 3
Elizabeth Jamieson
Offered Fall 2014

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. [N] Credits: 2
Kalina Dimova
Offered Fall 2014

CHM 400 Special Studies
Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015
Classical Languages and Literature

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

Lecturers
Carrie Mowbray, Ph.D.
Barry Spence, M.A.

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

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

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

Credit is not granted for the first semester only of an introductory language course. Courses for the major may not be taken S/U.

The Major in Greek, Latin or Classics
Advisers: Members of the department

Adviser for Study Abroad: Thalia Pandiri

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.

The Major in Classical Studies
Advisers: Members of the department

Requirements: Nine semester courses. Four 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

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

Graduate Courses in Greek, Latin or Classics
Adviser for Graduate Study: Thalia A. Pandiri

CLS 590 Research and Thesis
Credits: 4 per semester, 8 for yearlong course
Thalia Pandiri
Offered Fall 2014, Spring 2015

CLS 590D Research and Thesis
This is a full-year course.
Credits: 4 per semester, 8 for yearlong course
Thalia Pandiri
Offered Fall 2014, Spring 2015
GRK 580 Studies in Greek Literature
This will ordinarily be an enriched version of the 300-level courses currently offered. Credits: 4
Thalia Pandiri
Offered Fall 2014, Spring 2015

GRK 590 Research and Thesis
Credits: 4 per semester, 8 for yearlong course
Thalia Pandiri
Offered Fall 2014, Spring 2015

GRK 590D Research and Thesis
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Thalia Pandiri
Offered Fall 2014, Spring 2015

LAT 580 Studies in Latin Literature
This will ordinarily be an enriched version of the 300-level courses currently offered. Credits: 4
Thalia Pandiri
Offered Fall 2014, Spring 2015

LAT 590 Research and Thesis
Credits: 4 per semester, 8 for yearlong course
Thalia Pandiri
Offered Fall 2014, Spring 2015

LAT 590D Research and Thesis
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Thalia Pandiri
Offered Fall 2014, Spring 2015

Greek

GRK 100Y Elementary Greek
A yearlong course that includes both the fundamentals of grammar and, in the second semester, selected readings from ancient authors, including the New Testament. Y courses cannot be divided at midyear with credit for the first semester. Credits: 5 per semester, 10 for yearlong course
Barry Spence, Fall 2014
Nancy Shumate, Spring 2015
Offered Fall 2014, Spring 2015

GRK 212 Introduction to Greek Prose and Poetry
Review of grammar and practice and improvement of reading skills through the study of authors such as Plato, Lysias, and Euripides. Prerequisite: 100y. Credits: 5 per semester, 10 for yearlong course
Carrie Mowbray
Offered Fall 2014, Spring 2015

GRK 213 Introduction to Homeric Epic
An introduction to Homeric Greek via selections from the Iliad and the Odyssey. May be repeated for credit, provided that the topic is not the same. Prerequisite: 212 or permission of the instructor.
Homer's Odyssey
Attention to features of oral style and epic diction, to the structure of the poem, and to the anger and evolution of Achilles, the quintessential Homeric hero. Credits: 4
Thalia Pandiri
Offered Spring 2015

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.

Athens, The Tyrant City
A study of two texts—Sophocles' Oedipus the King and selections from Thucydides—that cast light on the political and religious mood in Athens at the start of the Peloponnesian War, and how that mood was affected by the plague of 430 BCE. Credits: 4
Thalia Pandiri
Offered Fall 2014

GRK 400 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

Latin

LAT 100Y Elementary Latin
Fundamentals of grammar, with selected readings from Latin authors in the second semester. This is a full-year course. Enrollment limited to 30. Y courses cannot be divided at midyear with credit for the first semester. Credits: 5
Carrie Mowbray
Offered Fall 2014, Spring 2015

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. Credits: 4
Carrie Mowbray
Offered Fall 2014, Spring 2015

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. Credits: 4
Nancy Shumate
Offered Fall 2014

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.

The Poetry of Horace
A survey of the work of Rome's foremost lyric poet. The focus will be on the Odes, with some reading from earlier collections (Satires, Epodes). Special attention to recurring themes, generic models, the late Republican and Augustan cultural and political context, and the reception of Horace in later periods. Credits: 4
Nancy Shumate
Offered Fall 2014
Latin Love Poetry
What are the conventions of Latin love poetry? What meters are appropriate to this genre, what attitudes does it take toward Roman social and political life, and how does it construct the poet/lover, the beloved and love itself? Selected readings from Catullus, Tibullus, Propertius, Sulpicia and Ovid. [F][L] Credits: 4
Scott Bradbury
Offered Spring 2015

LAT 400 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. Credits: 1 to 4
Instructor: TBA, Fall 2014
Nancy Shumate, Spring 2015
Offered Fall 2014, Spring 2015

Classics 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 problematical for many speakers of English. This course combines 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] Credits: 2
Nancy Shumate
Offered Spring 2015

FYS 107 Women of the Odyssey
Homer's Odyssey presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. We begin with a careful reading of the Odyssey, then study the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-year students. [L][WI] Credits: 4
Justina Gregory
Offered Fall 2014

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. [A][L] Credits: 4
Scott Bradbury
Offered Spring 2015

CLS 260 Transformations of a Text: Shape-Shifting and the Role of Translation
Whose work are you reading when you encounter a text in translation? How is the author's voice modulated through the translator's? What constitutes a “faithful” or a “good” translation? How do the translator's language and culture, the expectations of the target audience, the marketplace, determine what gets translated and how? We consider different translations of the same text, including rogue translations, adaptations, translations into other forms (opera, musicals, film). Students also produce their own translations or adaptations. No prerequisites, but students who have not taken CLT 150 are urged to enroll in that (two credit, S/U) course concomitantly. [L] Credits: 4
Thalia Pandiri
Offered Spring 2015

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. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014

Cross-Listed and Interdepartmental Courses
FYS 107 Women of the Odyssey

CLC 260 Transformations of a Text: Shape-Shifting and the Role of Translation
Community Engagement and Social Change Concentration

Director: Lucy Mule (Education and Child Study)

Advisory Committee
Philip K. Peake (Psychology)
Elisabeth Brownell Armstrong (Study of Women and Gender)
Ellen Wendy Kaplan (Theatre)
Riché J. Daniel Barnes (African American Studies)
Susannah V. Howe (Engineering)
Marsha K. Pruitt (School for Social Work)
James Middlebrook (Art)
Ginetta E. B. Candelario (Sociology)
Carrie N. 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 to practical work in communities. Examples of areas of interest include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism.

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

The CESC concentration is open to any student by application. The application is available online at www.smith.edu/ccc/concentration.php. Students are strongly encouraged to have taken CCX 120 (required for the concentration) before they apply.

In addition to the gateway course (CCX120) and the capstone seminar (CCX 320), CESC concentration students will take four electives, complete two practical experiences, and participate in guided reflection sessions.

Electives

Students take four 4-credit courses that support their area of interest and deepen knowledge in relevant core content, including social justice, systems analysis, diversity, community development and community-based learning/research. Examples of areas of interest for students include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism. Course offerings with this content are available in multiple departments at Smith and in the Five Colleges. Electives must be derived from multiple disciplines, and two of the electives must be Community-Based Learning (CBL) courses. For a list of CBL courses, see http://www.smith.edu/ccc/courses.php. Electives should be chosen in consultation with the concentration adviser.

Practical Experiences

Students will complete two different practical experiences to fulfill the requirements for the CESC Concentration. One experience will consist of at least 100 documented hours of work with an off-campus community organization. The other experience will be at least 200 hours. When possible, experiences of longer duration are strongly encouraged. These may include internships, service-learning, community-based participatory research, and paid or volunteer community service. They may occur at any time in the calendar year: during the academic semester, interterm, spring break or summer. They may be combined with Praxis, off-campus work-study or other stipend programs.

Reflection Sessions

Students will complete at least one semester’s worth of weekly reflection sessions, coordinated by the CCC. These sessions facilitate student learning from practical experiences, and should be taken concurrently with or immediately following one of the practical experiences.

Submittal of Concentration Advising Checklist

Upon completion of the CESC concentration, students are required to submit a completed Concentration Advising Checklist form, signed by their adviser, indicating that the student has completed all requirements. Students will not receive credit for the concentration without submitting this form. The checklist and other relevant forms are available on the CESC concentration website (www.smith.edu/ccc/concentration.php). Completed forms are due in the Office of the Registrar no later than the end of the first week of the student’s final semester.

Courses

CCX 120 Community-Based Learning: Ethics and Practice

Same as IDP 120. Service-learning, civic engagement and community service have become familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how to bring community issues into the classroom and how best to bring students into the neighborhoods surrounding their colleges and universities. IDP 120 considers these issues through exposure to both the literature of community engagement and the experiences of those who practice its different forms. This course serves as a gateway course for the Community Engagement and Social Change Concentration. As such, one of the primary purposes of the class is to give students exposure to the varied opportunities available at the college for engaging with communities. Specifically, the course focuses on volunteer opportunities, course-based engagement and examples of community-based research. Within and across these different approaches, we identify and explore the ethical issues that characterize community partnerships, and the best practices that attempt to address these issues. Students also interact with peers, faculty, guest speakers and community members who will provide first-hand perspectives on the local practice of CBL and the critical needs in surrounding communities. S/U only. Credits: 2

Lucy Mule
Offered Spring 2015
Electives (four courses, total 16 credits)

Electives are available in multiple departments at Smith and in the Five Colleges. Electives should be chosen in consultation with the concentration advisor.

**CCX 400 Special Studies**
Admission by permission of the director of the Community Engagement and Social Change Concentration. Normally, enrollment limited to CESC concentrators only. Credits: 1 to 4
*Instructor: TBA*
Offered Fall 2014, Spring 2015

**CCX 320 Capstone Seminar for the CESC Concentration**
The CCX 320 seminar provides a forum for community engagement and social change concentration students to develop projects that analyze, evaluate, and synthesize their prior academic and practical experiences. This course is designed for students to address a particular social justice issue, research past and present community-based efforts, and develop a community action plan that culminates in a capstone project. Students will be provided with readings, discussions, mentoring and other support they need to complete their capstone project. Enrollment limited to 15; priority will be given to juniors and seniors.
(E) Credits: 4
*Instructor: TBA*
Offered Spring 2015
Comparative Literature

Professors
Maria Nemcova Banerjee (Comparative Literature)
Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
Janie M. Vanpee, Ph.D. (French Studies and Comparative Literature)
Craig R. Davis, Ph.D. (English Language and Literature and Comparative Literature)
Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)
Dawn Fulton, Ph.D. (French Studies)
†2 Sabina Knight, Ph.D., Director (Chinese and Comparative Literature)

Associate Professors
†1 Reyes Lázaro, Ph.D. (Spanish and Portuguese)
Katwiwa Mule, Ph.D. (Comparative Literature)
Justin Daniel Cammy, Ph.D. (Jewish Studies and Comparative Literature)
Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese)
Joel P Westerdale, Ph.D. (German Studies)

Adjunct Professor
Margaret Bruzelius, Ph.D. (Comparative Literature)

Lecturer
Carolyn Shread, Ph.D. (French Studies and Comparative Literature)

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.

The Major

Advisers: Maria Banerjee, Anna Botta, Margaret Bruzelius, Justin Cammy, Craig Davis, Dawn Fulton, Sabina Knight, Reyes Lazaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Janie Vanpee, Joel Westerdale

Director of Study Abroad: Anna Botta

Requirements: 12 semester courses as follows:
1. Basis for the major: Any two from among the following courses as an entry to the major:
   Any FYS with a comparative literature 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

Only one course counting toward the major can be taken for an S/U grade.

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

Introductory Courses

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading Islands, Real and Imaginary
We explore and compare how different cultures have imagined the island as a blank page and an idealized place to tell stories about themselves and their relation to other cultures, from the myths of Atlantis and Calypso’s seduction of Odysseus to the castaway Robinson Crusoe, from Darwin’s ecologically pristine Galapagos to the tourist paradise of the popular imagination, from Prospero’s magical kingdom to the experimental playground of Dr. Moreau, from the space of freedom and social reinvention to the subjugation of colonial empire. Films and readings from a wide variety of genres and traditions, including short theoretical texts. (L) Credits: 4
Janie Vanpee
Offered Spring 2015

JUD 110j Introduction to Yiddish
An introduction to the culture of Yiddish, the 1,000-year old language of European Jews and their global diaspora. Discussion of short stories, drama, film and manifestations of Yiddish popular culture with an eye on ethnic performance, translation and Yiddish as portable homeland. Classes are held daily at the Yiddish Book Center on the campus of Hampshire College, where students engage directly with the resources of the largest Yiddish book collection in the world. Enrollment limited to 20 students. No prerequisites. (H) (L) Credits: 4
Justin Cammy
Offered Interterm 2015

RUS 126 Readings in 19th-Century Russian Literature
Alienation and the Search for Identity
This course presents the shorter works of major Russian 19th-century authors in their chronological sequence. The discussion of their cultural context will address questions related to the transformation of Western European styles and themes within the crucible of Petersburg Russia. (L) Credits: 4
Maria Banerjee
Offered Fall 2014
FYS 141 Reading, Writing and Placemaking: Landscape Studies
Landscape studies is the interdisciplinary consideration of how we view, define and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes, as do politicians, builders, hunters, children, artists, and writers, among others. In this course, we examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course will include some landscape history and theory, visits by people who study landscape from non-literary angles, and the discovery of how landscape works in texts in transforming and surprising ways. Enrollment limited to 16 first-year students. [L][WI] Credits: 4
Ann Leone
Offered Fall 2014

CLT 150 The Art of Translation: Poetics, Politics, Practice
We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don’t shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We’ll explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Can be taken concurrently with FRN 295 for 4 credits. [L] Credits: 2
Carolyn Shread
Offered Spring 2015

CLT 202 Western Classics in Translation, from Homer to Dante
Same as ENG 202. Texts include The Iliad; tragedies by Aeschylus, Sophocles and Euripides; Plato’s Symposium; Virgil’s Aeneid; Dante’s Divine Comedy. Lecture and discussion. CLT 202/ENG 202, like CLT 203/ENG 203, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203, or both. [L][WI] Credits: 4
Maria Banerjee, Robert Hosmer, Thalia Pandiri, Fall 2014
Offered Fall 2014

CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Same as ENG 203. Texts include The Iliad; tragedies by Aeschylus, Sophocles and Euripides; Plato’s Symposium; Virgil’s Aeneid; Dante’s Divine Comedy; Goethe’s Faust; Tolstoy’s War and Peace. Lecture and discussion. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203, or both. [L][WI] Credits: 4
Elizabeth Harries, Maria Banerjee, Spring 2015
Offered Spring 2015

FYS 165 Childhood in African Literature
A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga’s Nervous Conditions; Zoe Wicomb’s You Can’t Get Lost in Cape Town, Ngũgĩ wa Thiongo’s Weep Not Child, and Taban Ben Jelloun’s The Sand Child. This course counts toward the comparative literature major. Enrollment limited to 16 first-year students. [L][WI] Credits: 4
Katweka Mule
Offered Fall 2014

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 thirteenth century. This course counts toward the comparative literature, English and Medieval studies majors. Enrollment limited to 16 first-year students. [L][WI] Credits: 4
Craig Davis
Offered Fall 2014

FYS 186 Israel: Texts and Contexts
What is the role of the writer in the construction of a nation’s founding myths and interpretation of its present realities? Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution. Focuses on efforts to negotiate tensions between sacred and secular, exile and homeland, language and identity, Arab and Jew, and Israel’s self-definition as a democratic and Jewish state. Reading of fiction and poetry complemented by discussion of historical documents, popular culture and landscape. Intended for students with an interest in the relationship between literature and politics. This course counts toward the comparative literature and Jewish studies majors and the Middle East studies minor. Enrollment limited to 16 first-year students. [L][WI] Credits: 4
Joel Westerdale
Offered Fall 2014

Intermediate Courses

CLT 204 Writings and Rewritings
The Temptation of Knowledge: Faust, the Devil and Modernity
What could lead you to sell your soul? And what fate would await you if you did? Since the 16th century, the story of Faust the scholar-magician-charlatan has explored these questions anew, and each retelling provides a window into the struggles and ambitions of its age: from Elizabethan drama to Soviet-era samizdat, from the Germany of Sturm und Drang to that of the Third Reich. Readings from Marlowe, Calderón, Lessing, Byron, Goethe, Bulgakov, Thomas Mann, films from Murnau, Sokurov. (E) [L] Credits: 4
Joel Westerdale
Offered Fall 2014

CLT 205 Twentieth-Century Literatures of Africa
A study of the major writers of modern Africa with emphasis on several key questions: how did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Texts may include Achebe’s Things Fall Apart, Ngũgĩ wa Thiong’o’s The River Between, Tsitsi Dangarembga’s Nervous Conditions, David Mulwa’s We Come in Peace, Ndebele Njabulo’s The Cry of Winnie Mandela, and Ama Ata Aidoo’s Our Sister Killjoy. We also watch films such as White King, Red Rubber, Black Death, Totsi and District 9. [L] Credits: 4
Kattrina Mule
Offered Fall 2014
CLT 206 Empathy, Rage and Outrage: Female Genital Excision in Literature and Film
This colloquium will examine the representations of female genital cutting through literature and film of Africa and the Diaspora. Using a variety of documents—literary and legal texts, films, cartoons, posters, essays and manuals,—we focus especially on the politics and controversies surrounding this issue by posing and answering the following questions: What are the parameters of the discourse of female genital cutting? What is the appropriate way to name and combat the practice? Is there any relationship between African women? Why has Western feminist insurrection failed to register any meaningful success in promoting change? Is there any relationship between imperialism and the discourse of female genital excision? Are comparisons between cosmetic surgeries in the West and FGC legitimate? Enrollment limit of 20. (L) Credits: 4
Katerina Mule
Offered Spring 2015

ENG 207 The Technology of Reading and Writing
Same as HSC 207. 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 is 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; and the fundamentally transformative effects of electronic communication. (L) Credits: 4
Douglas Patey
Offered Spring 2015

CLT 218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature written in extremis in ghettos, concentration extermination camps or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, film, monuments, museums), and critical theory of representation. All readings in translation. (L) Credits: 4
Justin Cammy
Offered Fall 2014

CLT 220 Colloquium: Imagining Language
This course explores the ways in which philosophers and artists have imagined the links between language and the world. We will read mostly pre-20th-century theories of language—Plato’s Cratylus, St. Augustine’s On the Teacher, Locke on language from the Essay, Herder and Rousseau on The Origin of Language, Freud on jokes—and link them to novels, poems and other artwork by (mostly) 20th-century artists such as Louise Zukofsky, May Swenson, Lewis Carroll, Richard Powers, Xu Bing, Russell Hoban and others who focus on the materiality of language, on words as things. Readings are accompanied by weekly exercises such as rebus, invented etymologies, alphabet poems, portmanteau words, emoticons and so on. (L) Credits: 4
Margaret Bruzelius
Offered Fall 2014

CLT 232 Modern Chinese Literature
Same as EAL 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we’ll explore class, gender and the diversity of the cultures of China, Taiwan, Tibet and overseas Chinese communities. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. (L) Credits: 4
Sabina Knight
Offered Fall 2014

CLT 239 Intimacy in Contemporary Chinese Women’s Fiction
Same as EAL 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, Tibet, and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. (L) Credits: 4
Sabina Knight
Offered Fall 2014

ENG 241 The Empire Writes Back: Postcolonial Literature
An introduction to Anglophone fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include: the cultural work of writers as they respond to histories of colonial dominance; their ambivalence towards English linguistic, literary and cultural legacies; the ways literature can (re)construct national identities and histories, and explore assumptions of race, gender, class and sexuality; the distinctiveness of women writers and their modes of contesting cultural and colonial ideologies; global diasporas, migration and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Fanon, Walcott, Cliff, Markandaya, Rushdie, Jhumpa Lahiri, Mohsin Hamid, and some theoretical essays. (L) Credits: 4
Ambreen Hai
Offered Fall 2014

CLS 260 Transformations of a Text: Shape-Shifting and the Role of Translation
Whose work are you reading when you encounter a text in translation? How is the author’s voice modulated through the translator’s? What constitutes a “faithful” or a “good” translation? How do the translator’s language and culture, the expectations of the target audience and the marketplace determine what gets translated and how? We will consider different translations of the same text, including rogue translations, adaptations, translations into other forms (opera, musicals, film). Students will also produce their own translations or adaptations. No prerequisites, but students who have not taken CLT 150 are urged to enroll in that (two credit, S/U) course concomitantly. (L) Credits: 4
Tuhina Pandiri
Offered Fall 2014

CLT 266 Studies in South African Literature and Film
Adapting Violence to the Screen in South African Film
A study of South African literature and film since 1948 in their historical, social, and political contexts. How do writers and film makers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film and other texts such as testimonials from the Truth and Reconciliation Commission function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalism and the often hollow post-apartheid discourse of nonracial “New South Africa?” Texts include testimonials from the Truth and Reconciliation Commission, novels such as Alan Paton’s Cry the Beloved Country, Ntsiki Kunene’s Mandela’s Ego, Njabulo Ndebele’s The Cry of Winnie Mandela, Nadine Gordimer’s July’s People, J.M.
Coetzee’s *Waiting for the Barbarians*, Athol Fugard’s *Tsotsi* and Zoe Wicomb’s *You Can’t Get Lost in Cape Town*. We will also analyze films such as *Cry the Beloved Country*, *Sarafina!*, *Tsotsi*, *Cry Freedom* and *South Africa Belongs to Us*. (E) (L) Credits: 4

Katherine Mule

Offered Spring 2015

**CLT 268 Transnational Latina Feminisms**

This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. (L) Credits: 4

Nancy Sternbach

Offered Spring 2015

**ENG 285 Introduction to Contemporary Literary Theory**

What do we do when we read literature? Does the meaning of a text depend on the author’s intention? Or on how readers read? What counts as a valid interpretation? Who decides? How do some texts get canonized and others forgotten? How does literature function in culture and society? How do changing understandings of language, the unconscious, class, gender, race, history or sexuality affect how we read? “Theory” is “thinking about thinking,” questioning common sense, critically examining the categories we use to approach literature or any discursive text. This course introduces some of the most influential questions that have shaped contemporary literary studies. We’ll start with New Criticism but focus on interdisciplinary approaches such as structuralism, poststructuralism, Marxism, psychoanalysis, New Historicism, postcolonialism, feminism, queer and cultural studies. Some attention to film and film theory. Strongly recommended for students considering graduate work. (L) Credits: 4

Ambreen Hai

Offered Spring 2015

**CLT 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists**

Same as LSS 288. The work of certain writers—often women and often Wharton, von Armin and Colette—is categorized as small in scope, narrowly focused and therefore marginal in some ways. Here are questions, based in part on readings in landscape and domestic design theory, that we can ask to help us see their work differently: When and how is it appropriate to juxtapose writers’ biographies on their fiction? How do they represent domestic discord—loss, rage, depression—in their fiction? In particular, how do local landscapes and other domestic spaces—houses, rooms, gardens—figure in this representation? Texts will include novels, short stories, correspondence, excerpts from journals, and other autobiographical writing. Prerequisite: one other literature course at any level, or permission of the instructor. (L) Credits: 4

Ann Leone

Offered Spring 2015

**Critical Theory and Method**

**CLT 300 Literary Theory and Literary Practice: Conflicts and Consensus**

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. 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, Levi-Strauss, Barthes, Derrida, Foucault, Bhabha, Butler, Said, Ngũgĩ wa Thiong’o, Žižek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. (L) Credits: 4

Maria Banerjee

Offered Spring 2015

**Advanced Courses**

**GER 300 Topics in German Culture and Society**

*Vom Krieg zum Konsens: German Film since 1945*

This course investigates German film culture since the fall of the Third Reich. Included are works by Fatih Akin, Michael Haneke, Werner Herzog, Margarethe von Trotta and Wolfgang Staudte. Students learn to analyze film and conduct basic research in German. Discussion address as aesthetic and technical issues; portrayals of race, gender, class and migration; divided Germany and its reunification; and filmic interventions into the legacy of Nazism. In German. Prerequisite: GER 250 or permission of the instructor. (A) (F) Credits: 4

Joel Westerdale

Offered Spring 2015

**CLT 305 Studies in the Novel**

*The Philosophical Novel*

This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course focuses on the Central European novel of the 20th century, the age of “terminal paradoxes.” Texts include Dostoevsky’s *Notes from the Underground*, Kafka’s *The Trial*, Musil’s *Man Without Qualities*, and Kundera’s *The Joke*, *The Farewell Party*, and *The Unbearable Lightness of Being*. (L) Credits: 4

Mariam Banejee

Offered Spring 2015

**ENG 319 South Asians in Britain and America**

This seminar compares the literary and cultural consequences of two recent waves of migration of South Asian peoples: post—World War II migrations of “skilled/unskilled” labor to Britain; and the post-1965 migrations to North America. Focusing on literature (and some film) that records, reflects on and seeks to intervene in the cultural and psychological effects of such profound
shifts, we also read some interdisciplinary materials to investigate causes
and consequences of migration and diaspora in their historical, political
and economic contexts, with attention to questions of gender, nationhood,
globalization, community, identity, religious fundamentalism and assimilation.
Writers and filmmakers probably include Salman Rushdie, Hanif Kureishi,
Meera Syal, Jhumpa Lahiri, Monica Ali, Kiran Desai, Bharati Mukherjee, Chitra
Divakaruni, Deepa Mehta, Mira Nair. [L] Credits: 4
Ambreen Hai
Offered Fall 2014

JUD 362 Seminar in Modern Jewish Literature and Culture
Punchline: The Jewish Comic Tradition
What makes a Jewish joke? Is it about self-deprecation? The deflation of majority
culture? Finding humor in tragedy? Explores the evolution of modern Jewish
humor, from Yiddish folk types to the influence of Jewish standup comedians,
writers, and performers on post-war American popular culture. What do con-
temporary American comic masters such as Philip Roth, Mel Brooks, Woody
Allen, Sarah Silverman, Larry David and the Coen Brothers have in common
with European precursors such as Sholem Aleichem and Kafka? Also includes
critical theories of humor by Freud and Bergson. Sophomores welcome to apply
for admission. [L] Credits: 4
Justin Gammy
Offered Spring 2015

POR 381 Seminar in Portuguese and Brazilian Studies
Angola, Brazil and Cuba: Race, Nation and Narrative
This course considers the formation and interrogation of national identities in
three post-colonial settings: Angola, Brazil and Cuba. Our readings and discus-
sions focus on notions of race, culture and hybridity in the narration of these
national identities. How do different artists and intellectuals respond to the urge
for national, cultural and racial unity in the face of dramatic diversity? How do
they respond to the racialized legacies of colonialism and Eurocentrism? How
does privileging the hybrid, mulatto, creole or mestizo/mestiço identity both
subvert and reinvent sociocultural and aesthetic hierarchies? The focus is on
fiction and poetry but also includes film, music and visual culture, as well as
readings on sociohistorical contexts. Course taught in English. Students will
have the option of doing selected readings and written work in Spanish and/or
Portuguese. Enrollment limited to 12. [A][F][L] Credits: 4
Malcolm McNee
Offered Spring 2015

Special Studies

CLT 400 Special Studies
Readings in the original language (or in certain cases translations) of literary
texts read in or closely related to a course taken with a faculty member
appointed in comparative literature. Admission by permission of the instructor
and the program director. Students are encouraged to contact the instructor
during the prior semester, and proposals must be submitted in writing to the
director by the end of the first week of classes. Credits: 1 to 4.
Sabina Knight, Instructor: TBA, Fall 2014
Instructor: TBA, Spring 2015
Offered Fall 2014, Spring 2015

CLT 404 Special Studies
Advanced research, translation work or other scholarly project, normally
building on work from a previous course with a faculty member appointed
in comparative literature. Offered both semesters, with the permission of the
instructor and of the program director. Qualified juniors and seniors should
contact the instructor during the prior semester and must submit written
proposals to the director by the end of the first week of classes. The student will
present her work publicly at the Collaborations events in April. Credits: 4
Instructor: TBA
Offered Fall 2014, Spring 2015

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
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 website, at the end of the list of courses. Credits: 4 per semester, 8 for
group projects.
Margaret Bruzelius
Offered Fall 2014, Spring 2015
Computer Science

The Major

Advisers: Judith Cardell, Judy Franklin, Nicholas Howe, Eitan Mendelowitz, Ileana Streinu, Dominique Thiebaut

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

1. Introductory: CSC 102, 103, 105, 106 or FYS 164, or a CSC 200-level or above, or a 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
   CSC 111, 212, 231, 250

3. Mathematics
   a. One of MTH 111, MTH 114, MTH 125, MTH 205, MTH 212, or LOG 100
   b. MTH 153

4. Intermediate
   One CSC Theory
   One CSC Software
   One CSC Systems

5. Seminar
   One additional 300-level course, not including CSC 324

Course | Theory | Programming | Systems
--------|---------|-------------|--------
CSC 220 (Adv Prog) | X | X | 
CSC 240 (Graphics) | X | X | 
CSC 249 (Networks) | X | X | 
CSC 252 (Algorithms) | X | X | 
CSC 262 (Operating Systems) | X | X | 
CSC 260 (Prog Arts) | X | X | 
CSC 270 (Circuits) | X | X | 
CSC 274 (Discrete and Comp Geom) | X | X | 
CSC 290 (AI) | X | X | 
CSC 249 (Networks) | X | X | 
CSC 293 (Compilers) | X | X | 
EGR 320 (Signals and Systems) | X | X | 
CSC 334 (Comp Bio) | X | X | 

The Minor

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 Thiebaut

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 Thiebaut

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 accommodates 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.
b. MUS 312 20th-Century Analysis is the study of major developments in 20th-century music. Writing and analytic work including nontonal harmonic practice, serial composition and other musical techniques. (Prerequisite: MUS 210 or permission of the instructor).

3. One of MUS 345 or CSC 354 (cross-listed in the music department)
   a. MUS 345 Electro-Acoustic Music is an introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening.
   b. 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>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>CSC</td>
<td>111</td>
<td>Computer Science I</td>
<td>4</td>
<td>none</td>
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<tr>
<td>2</td>
<td>CSC</td>
<td>212</td>
<td>Programming with Data Structures</td>
<td>4</td>
<td>CSC 111</td>
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<tr>
<td>3</td>
<td>CSC</td>
<td>220</td>
<td>Advanced Programming</td>
<td>4</td>
<td>CSC 212, CSC 111, MTH 153</td>
</tr>
<tr>
<td>3</td>
<td>CSC</td>
<td>250</td>
<td>Foundations of Computer Science</td>
<td>4</td>
<td>CSC 111</td>
</tr>
<tr>
<td>4</td>
<td>MUS</td>
<td>110</td>
<td>Analysis and Repertory</td>
<td>5</td>
<td>see course description</td>
</tr>
<tr>
<td>5</td>
<td>MUS</td>
<td>233</td>
<td>Composition</td>
<td>4</td>
<td>MUS 110</td>
</tr>
<tr>
<td>5</td>
<td>MUS</td>
<td>312</td>
<td>20th-Century Analysis</td>
<td>4</td>
<td>MUS 210</td>
</tr>
<tr>
<td>6</td>
<td>MUS</td>
<td>345</td>
<td>Electro-Acoustic Music</td>
<td>4</td>
<td>MUS 110, MUS 233, Permission</td>
</tr>
<tr>
<td></td>
<td>CSC</td>
<td>354</td>
<td>Seminar on Digital Sound and Music Processing</td>
<td>4</td>
<td>CSC 212, CSC 250 or 231, Permission</td>
</tr>
</tbody>
</table>

Substitutions

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

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

Honors

Director: To be announced

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

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.

CSC 102 How the Internet Works

An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; packet switching; how email and web browsers work, domain names, mail 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} Credits: 2

Alicia Wolfe

Offered Fall 2014, Spring 2015

CSC 103 How Computers Work

This introductory course provides 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. Offered first or second half of the semester. {M} Credits: 2

Instructor: TBA

Offered Fall 2014

CSC 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) Website design, (2) JavaScript, (3) Embedded multimedia objects. Enrollment limited to 35. Prerequisites: CSC 102 or equivalent competency with HTML. {M} Credits: 2

Nicholas Houe, Fall 2014

Eitan Mendelowitz, Spring 2015

Offered Fall 2014, Spring 2015

CSC 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} Credits: 2

Alicia Wolfe

Offered Spring 2015

CSC 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} Credits: 5

Alicia Wolfe, Eitan Mendelowitz, Fall 2014

Alicia Wolfe, Dominique Thiébaut, Spring 2015

Offered Fall 2014, Spring 2015

CSC 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} Credits: 5

Dominique Thiébaut, Fall 2014

Eitan Mendelowitz, Spring 2015

Offered Fall 2014, Spring 2015

CSC 231 Microprocessors and Assembly Language

An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the
implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: 212 or permission of the instructor. (M) Credits: 4

**Dominique Thibault**

**Offered Fall 2014**

**CSC 249 Computer Networks**

This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics to be covered include layered network architecture; physical layer and data link protocols; and transport protocols, routing protocols and applications. Most case studies will be drawn from the Internet TCP/IP protocol suite. Prerequisites: CSC 111 and MTH 153. (M) Credits: 4

**Judit Cardell**

**Offered Fall 2014**

**CSC 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) Credits: 4

**Alicia Wolfe**

**Offered Fall 2014**

**CSC 262 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) Credits: 4

**Members of the Department**

**Offered Spring 2015**

**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, and polyhedral and configuration spaces are covered. Throughout, a dual emphasis is maintained on mathematical proofs and efficient algorithms. Students have a choice of concentrating their course work in mathematics or toward computer science. Prerequisite for MTH major credit: MTH 153, MTH 111 recommended. Prerequisite for CSC major credit: CSC 111. (M) Credits: 4

**Ileana Streinu**

**Offered Spring 2015**

**CSC 334 Seminar: Topics in Computational Biology**

**Biogeometry 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 students to a variety of topics of current interest in molecular computing and bioinformatics. The focus of the fall 2014 offering of this course is the biogeometry 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) Credits: 4

**Ileana Streinu**

**Offered Spring 2015**

**CSC 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 examines the opportunities and challenges presented by mobile computing. This is a hands-on seminar; projects include the development and deployment of applications on smartphones and other mobile devices. Prerequisite: CSC 212 or permission of the instructor. Closed to first-year students or sophomores. Enrollment limited to 12. (M) Credits: 4

**Eitan Mendelowitz**

**Offered Fall 2014**

**CSC 400 Special Studies**

For majors, by arrangement with a computer science faculty member. Credits: 1 to 4

**Instructor: TBA**

**Offered Fall 2014, Spring 2015**

**CSC 430D Honors Project**

Credits: 4 per semester, 8 for yearlong course

**Instructor: TBA**

**Offered Fall 2014, Spring 2015**

**Cross-listed and Interdepartmental Courses**

**CSC 324 Computer Science and American Studies**

This seminar, taught by a cultural critic and a computer scientist, offers an interdisciplinary examination of the internet society. We examine the influence of cultural values on the design and use of digital technologies and the influence of these digital technologies on social and economic organization, leisure and consumer culture, politics, and the shaping of our identities. Topics include the open-source movement, surveillance and censorship, netwars, cybercrime, net neutrality, intellectual property rights, peer-to-peer journalism and social networks (Facebook, texting, YouTube, etc.) Our goal is not simply to describe the digital ecologies that surround us, but to analyze them critically. Permission of the instructors. Enrollment limit of 20 juniors and seniors. Credits: 4

**Kevin Rozario, Nicholas Howe**

**Offered Fall 2014**

**CSC 400 Special Studies**

For majors, by arrangement with a computer science faculty member. Credits: 1 to 4

**Instructor: TBA**

**Offered Fall 2014, Spring 2015**

**Credits: 4**
Dance

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
Michael M. Vargas, B.A.

Lecturers
Katie Martin, M.F.A.
Candice Leigh Salyers, M.F.A.
Daniel Trenner, M.Ed.

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. sabbatical 2014–15 (Professor, Mount Holyoke College)
Paul Dennis, M.F.A. (Assistant Professor, University of Massachusetts)
Ranijana Devi (Lecturer, University of Massachusetts)
Charles Flachs, M.A. (Professor, Mount Holyoke College)
Rose Flachs (Professor, Mount Holyoke College)
Terese Freedman, B.A. sabbatical 2014–15 (Professor, Mount Holyoke College)
Constance Vals Hill, Ph.D. sabbatical 2014–15 (Five College Associate Professor, Hampshire College)
Peter Jones (Lecturer/Accompanist, Mount Holyoke College)
Daphne Lowell, M.F.A. (Professor, Hampshire College)
Paul Matteson, M.F.A. (Assistant Professor, Amherst College)
Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)
Thomas Vacanti, M.F.A. (Assistant Professor, University of Massachusetts)
Susan K. Waltner, M.S., Professor Emerita, Smith College Chair,
Thomas Vacanti, M.F.A. (Assistant Professor, University of Massachusetts)
Charles Flachs, M.A. (Professor, Mount Holyoke College)
Rose Flachs (Professor, Mount Holyoke College)

Teaching Fellows
Joy Davis
Barbara May Diewald
Ellie Grace
Emily Lukasewski

Bronwen MacArthur
Stephanie Maher
Annie Rudnik
Kathryn Linda Seethaler

The Major: Bachelor of Arts in Contemporary Dance Studies

Advisers: Rodger Blum, Chris Aiken, Angie Hauser, 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 gives students 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 bachelor of arts (Ten are allowed for credit towards the g.p.a.) 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) (DAN 171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level 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 4-credit repertory courses at the intermediate and advanced level.

Scientific Aspects of Dance (DAN 241, 342) These courses develops the student’s personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, biomechanics and their relationships to various theories of technical study.

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

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

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 advisers, 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 Dancer’s Perspective or
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 bachelor of arts (Ten are allowed for credit towards the g.p.a.) 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
353 Advanced Dance Composition
377 Advanced Studies
400 Special Studies

Senior Thesis
399 Senior Seminar in Dance (Choreography or Research)

Honors
DAN 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015
DAN 431 Honors Project
Credits: 8
Offered Fall 2014

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

The Minor in Contemporary Dance Studies
Advisers: Rodger Blum, Chris Aiken, Angie Hauser, Lester Tomé
A minimum of 27 credit hours are required for the minor.

Requirements
DAN 151 Elementary Dance Composition
DAN 171 Studies in Dance History: European and North American Concert Dance (1900s–Today)
DAN 241 Scientific Foundations of Dance
DAN 252 Intermediate Dance Composition
DAN 272 Dance and Culture
DAN 287 Analysis of Music From a Dancer’s Perspective or Laban Movement Analysis 1
DAN 200 Dance Production
DAN 113–335 Dance Technique: At least three 2-credit technique courses
A thesis project is required in the student's senior year in choreography or research. If offered, students 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.

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/courses.

Graduate: M.F.A. Program
Director: Chris Aiken
71–75 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.

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

Students should consult the Five College Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/courses.

A. Theory Courses
Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors, juniors and Five College Dance Department 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.

DAN 151 Elementary Dance Composition
Limited enrollment. (A) Credits: 4
Katie Martin
Offered Spring 2015

DAN 171 Studies in Dance History: European and North American Concert Dance (1900s–Today)
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...
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. Limited enrollment. [A] Credits: 4
Marilyn Sylla
Offered Spring 2015

DAN 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] Credits: 2
Rodger Blum
Offered Fall 2014

DAN 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. Offered in the Five College Department of Dance. Enrollment limited to 20. [A] Credits: 4
Instructor: TBA
Offered Spring 2015

DAN 252 Intermediate Dance Composition
Prerequisite: 151. L. [A] Credits: 4
Angie Hauser
Offered Fall 2014

DAN 267 Dance in the Community
This course trains students to extend the cultural power of dance to grassroots situations and make it an important part of people's lives. Students learn theories and techniques for using movement as a tool of communication. These skills are taken into various community centers on campus, as well as in surrounding areas. Strong background in dance not required. Enrollment limited to 12. [A] Credits: 4
Marilyn Sylla
Offered Spring 2015

DAN 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 provide students with a foundation for the interdisciplinary study of dance in society and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. [A] Credits: 4
Candice Salyers
Offered Spring 2015

DAN 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] Credits: 2
Angie Hauser
Offered Fall 2014

DAN 309 Advanced Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Prerequisite: advanced technique or permission of the instructor. [A] Credits: 4
Chris Aiken
Offered Spring 2015

DAN 377 Advanced Studies in History and Aesthetics: Advanced Technique and Repertory
This course explores a specific idea, concept, period, person or event important in the history and/or aesthetics of dance. Topics vary depending on the instructor's research and expertise. [A] Credits: 4
Angie Hauser
Offered Spring 2015

DAN 399 Senior Seminar
Senior seminar is a capstone course that integrates 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] Credits: 4
Angie Hauser
Offered Spring 2015

DAN 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. Credits: 1 to 4
Members of the Department
Offered Fall 2014, Spring 2015

B. Production Courses

DAN 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 or choreography. May be taken four times for credit, with a maximum of two credits per semester. [A] Credits: 1
Rodger Blum
Offered Fall 2014, Spring 2015

DAN 201 Dance Production
Same description as above (DAN 200). May be taken four times for credit, with a maximum of two credits per semester. [A] Credits: 1
Rodger Blum
Offered Fall 2014, Spring 2015
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.

Nonmajors are allowed 12 credits of technique (six courses) for credit. After 12 credits, courses will still appear on your transcript but the grade will not average into your g.p.a. 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 g.p.a. 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](http://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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Semester</th>
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<tbody>
<tr>
<td>DAN 113</td>
<td>Contemporary Dance I</td>
<td>2</td>
<td>Mary Davis</td>
<td>Offered Fall 2014</td>
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<tr>
<td>DAN 114</td>
<td>Contemporary Dance II</td>
<td>2</td>
<td>Mary Davis</td>
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<td>DAN 215</td>
<td>Contemporary Dance III</td>
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<td>Mary Davis</td>
<td>Offered Fall 2014</td>
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<td>DAN 216</td>
<td>Contemporary Dance IV</td>
<td>2</td>
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<td>DAN 317</td>
<td>Contemporary Dance V</td>
<td>2</td>
<td>Angie Hauser</td>
<td>Offered Fall 2014</td>
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<tr>
<td>DAN 120</td>
<td>Ballet I</td>
<td>2</td>
<td>Angeline Leslie</td>
<td>Offered Fall 2014</td>
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<tr>
<td>DAN 121</td>
<td>Ballet II</td>
<td>2</td>
<td>Rodger Blum</td>
<td>Offered Spring 2015</td>
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<tr>
<td>DAN 137</td>
<td>Tap I</td>
<td>2</td>
<td>Anne Rudnik</td>
<td>Offered Fall 2014</td>
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<tr>
<td>DAN 222</td>
<td>Ballet III</td>
<td>2</td>
<td>Rodger Blum</td>
<td>Offered Fall 2014</td>
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<tr>
<td>DAN 223</td>
<td>Ballet IV</td>
<td>2</td>
<td>Rodger Blum</td>
<td>Offered Spring 2015</td>
</tr>
</tbody>
</table>

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.
DAN 324 Ballet V
By audition/permission only. Limited enrollment. {A} Credits: 2
Rodger Blum
Offered Fall 2014

DAN 325 Ballet VI
By audition/permission only. Limited enrollment. {A} Credits: 2
Rodger Blum
Offered Spring 2015

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.

DAN 130 Jazz I/Hip Hop
Combined enrollment 130/131 limited to 30. {A} Credits: 2
Kathryn Seethaler
Offered Fall 2014

DAN 131 Jazz II/Hip Hop
For students who have taken Jazz I or the equivalent. Combined enrollment 130/131 limited to 30. {A} Credits: 2
Kathryn Seethaler
Offered Fall 2014, Spring 2015

DAN 232 Jazz III/HipHop
Further examination of jazz dance principles. Limited enrollment. {A} Credits: 2
Kathryn Seethaler
Offered Spring 2015

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.

DAN 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} Credits: 2
Marilyn Sylla
Offered Fall 2014, Spring 2015

DAN 144 Tango I
Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class includes the movements, the steps, the history and anecdotes about the culture of Tango. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather soled shoes or bring socks. Enrollment limited. {A} Credits: 2
Daniel Trenner
Offered Fall 2014

DAN 148 Beginning Social Dance I
This course for beginners introduces students to ballroom dance, focusing on technique, alignment, styling, rhythm and musicality. The course will cover Latin (Rhythm) and Smooth dances, Salsa, Cha-Cha, Waltz, Tango, Rumba, and others, as well as other popular current forms. Enrollment limited to 30. {E} Credits: 2
Michael Vargas
Offered Fall 2014

DAN 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 focuses 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, Djolila, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Prerequisite: DAN 142 Enrollment limited to 12. {A} Credits: 2
Marilyn Sylla
Offered Spring 2015

DAN 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 continue to deepen the study of Tango as a social dance form, while also being introduced to Tango’s performance vocabulary. We 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 studies 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} Credits: 2
Daniel Trenner
Offered Spring 2015

DAN 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 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 yojic 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} {A} Credits: 2
Stephanie Maber
Offered Fall 2014, Spring 2015

M.F.A. Graduate Courses

DAN 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.

Topic: Seminar in Music and Sound
Credits: 3
Michael Vargas
Offered Fall 2014

Topic: Dance, Video and the Camera
Credits: 3
Rodger Blum
Offered Spring 2015
DAN 505 First-Year Performance
Description of course and expectations can be found in the dance department graduate book. Credits: 2
Chris Aiken
Offered Fall 2014, Spring 2015

DAN 507 Production and Management
Description of course and expectations can be found in the dance department graduate book. Credits: 2
Chris Aiken
Offered Fall 2014, Spring 2015

DAN 515 Creative Process and Choreography I
Description of course and expectations can be found in the dance department graduate book. (E) Credits: 3
Chris Aiken
Offered Spring 2015

DAN 525 Creative Process and Choreography II
Description of course and expectations can be found in the dance department graduate book. (E) Credits: 3
Chris Aiken
Offered Spring 2015

DAN 540 History and Literature of Dance
Emphasis includes 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. Credits: 4
Candice Salyers
Offered Fall 2014

DAN 553 Choreography by Design
This class examines and engages 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 are assigned. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, coursework in theatrical production (or equivalent). Credits: 5
Chris Aiken
Offered Spring 2015

DAN 590 Second-Year Thesis: Process and Design
Description of course and expectations can be found in the dance department graduate book. (E) Credits: 4
Members of the department
Offered Fall 2014

DAN 591 Second-Year Thesis: Production and Analysis
Description of course and expectations can be found in the dance department graduate book. (E) Credits: 4
Members of the department
Offered Spring 2015

DAN 570 Second-Year Summer Research
Description of course and expectations can be found in the dance department graduate book. (E) Credits: 2
Members of the department
Offered Summer 2014
East Asian Languages and Literatures

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 studying 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.

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. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses).
2. 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.
3. 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 encouraged to take EAL 241 and 242, and they must take at least one of these courses.
4. At least one course (4 credits) focusing principally on the literature of another East Asian country.
5. 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 11 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 350 Advanced Readings in Chinese: Modern Literary Texts
CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 350 Contemporary Texts
JPN 351 Contemporary Texts II

Courses Taught in English

EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 Chinese Travel Writing
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: Court Ladies, Wandering Monks and Urban Rakes
EAL 242 Modern Japanese Literature
EAL 243 Japanese Poetry in Cultural Context
EAL 244 Construction of Gender in Modern Japanese Women’s Writing
EAL 245 Writing, Japan and Otherness
EAL 246 Modern Japanese Poetry
EAL 248 The Tale of the Genji and The Pillow Book
EAL 249 Natural and Unnatural Disasters in Modern Japanese Literature and Film
EAL 360 Seminar: Topics in East Asian Languages and Literatures
EAL 400 Special Studies
FYS 116 Kyoto Through the Ages
FYS 123 From Edo to Tokyo: Images of Japan’s Modern Capital
PRS 316 Revising the Past in Chinese Literature and Film

Honors

Director: TB4
EAL 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015
EAL 431 Honors Project
Credits: 8
Offered Fall 2014

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 concentrates on one of the East Asian languages, but has 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) or Korean II (KOR 201 and 202) (10 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: Entering Adulthood in Japan and America
  PRS 316 Revising the Past in Chinese Literature and Film
  EAL 231 The Culture of the Lyric in Traditional China
  EAL 232 Chinese Travel Writing
  EAL 233 Modern Chinese Literature
  EAL 234 Modernity: East and West
  EAL 235 Chinese Poetry and the Other Arts
  EAL 236 Literature From Taiwan
  EAL 237 Contemporary Chinese Women’s Fiction
  EAL 238 Japanese Language and Culture
  EAL 239 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
  EAL 240 Modern Japanese Literature
  EAL 241 Modern Japanese Poetry
  EAL 242 The Tale of Genji and the Pillow Book
  EAL 243 Natural and Unnatural Disasters in Modern Japanese Literature and Film
  EAL 244 Major Themes in Literature: East-West Perspectives
  EAL 245 Seminar: Topics in East Asian Languages and Literatures
  EAL 246 Special Studies
  EAL 247 Chinese III
  EAL 248 Chinese III
  EAL 250 Advanced Readings in Chinese: Modern Literary Texts
  EAL 251 Advanced Readings in Chinese: Modern and Contemporary Texts
  JPN 301 Japanese III
  JPN 302 Japanese III
  JPN 350 Contemporary Texts
  JPN 351 Contemporary Texts II
  KOR 301 Korean III
  KOR 302 Korean III

Courses in English

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 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) Credits: 4
Sujane Wu

EAL 232 Modern Chinese Literature
Same as CLT 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the diversity of the cultures of China, Taiwan, Tibet and overseas Chinese communities. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. (L) Credits: 4
Sabina Knight
Offered Spring 2015

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 and fictional writings, as well as visual images selected from across the centuries, we explore how various writers define such notions as “place” and “home.” All readings are in English translation. (L) Credits: 4
Sujane Wu
Not Offered This Academic Year

EAL 239 Intimacy in Contemporary Chinese Women’s Fiction
Same as CLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan, Tibet and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. (L) Credits: 4
Sabina Knight
Offered Fall 2014

EAL 240 Japanese Language and Culture
This course introduces the historical, social and ideological background of “standard Japanese” and the Japanese writing system. We look at basic structural characteristics of the language and interpersonal relations reflected in the language, as well 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) Credits: 4
Maki Hubbard
Offered Spring 2015
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 century. 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] Credits: 4
Kimberly Kono
Offered Spring 2015

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 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] Credits: 4
Kimberly Kono
Offered Fall 2014

EAL 243 Modern Japanese Poetry in Cultural Context
A study of Japanese poetry from earliest times to the modern era, focusing on the two major verse forms, the 31-syllable waka and the 17-syllable haiku. The tradition of Japan poetry reaches back over a thousand years, with its first appearance as sacred songs in national myths and histories. Relatively uncomplicated in form, Japanese poetry has long been practiced by people of all social classes and occupations: court nobles and ladies, wandering Buddhist monks, professional haiku masters and in modern times everyone from high school students to housewives and businessmen. This course examines the formal and social characteristics of Japanese poetry, with particular attention to how it responded to changing historical and cultural circumstances. Taught in English, with no Japanese required. [L] Credits: 4
Instructor: TBA
Not Offered This Academic Year

EAL 245 Writing, Japan and Otherness
An exploration of representations of “otherness” in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan’s identity as a modern nation configured through representations of other nations and cultures? How are categories of race, gender, nationality, class and sexuality used in the construction of difference? This course pays special attention to the role of “otherness” in the development of national and individual identities. In conjunction with these investigations, we will also address the varied ways in which Japan is represented as “other” by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation. [L] Credits: 4
Kimberly Kono
Offered Spring 2015

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, buraku-min, Korean Japanese and Okinawans. This seminar examines 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 and Yu Miri, challenge notions of a modern Japanese identity. Students are encouraged, but not required to take JPN 350, which will deal with related materials in the original Japanese. Enrollment limited to 12. Prerequisite: Permission of the instructor. [L] Credits: 4
Kimberly Kono
Offered Fall 2014

EAL 400 Special Studies
For students engaged in independent projects or research in connection with Japanese, Chinese, or Korean language and literature. Credits: 2 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

EAL 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

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.

A grade of C or higher in the preceding level is required to enter a second-level East Asian language course.

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. Credits: 5
Instructor: TBA, Yalin Chen, Fall 2014
Offered Fall 2014

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor.
{F} Credits: 5
Instructor: TBA, Yalin Chen, Spring 2015
Offered Spring 2015

CHI 220 Chinese II (Intensive)
Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 111 or permission of the instructor. {F} Credits: 5
Instructor: TBA, Ling Zhao, Fall 2014
Offered Fall 2014

CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} Credits: 5
Instructor: TBA
Offered Spring 2015

CHI 301 Chinese III
Building on the skills and vocabulary acquired in Chinese II, students learn to read simple essays on topics of common interest and develop the ability to understand, summarize and discuss social issues in contemporary China.
Readings will be supplemented by audio-visual materials. Prerequisite: CHI 221 or permission of the instructor. {F} Credits: 4
Yalin Chen
Offered Fall 2014

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} Credits: 4
Ling Zhao
Offered Spring 2015

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 explore literary expression in original works of fiction, including short stories, essays, novelas 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} Credits: 4
Ling Zhao
Offered Fall 2014

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
Topic: Social and Environmental Issues
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 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, advanced language courses may be repeated when the content changes. {F} Credits: 4
Ling Zhao
Offered Fall 2014

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 acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 90 Kanji. Designed for students with no background in Japanese. Credits: 5
Instructor: TBA, Maki Hubbard, Fall 2014
Offered Fall 2014

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} Credits: 5
Atsuko Takabashi, Instructor: TBA, Keiko Konoeda, Spring 2015
Offered Spring 2015

JPN 220 Japanese II (Intensive)
Course focuses on further development of oral proficiency, along with reading and writing skills. Students attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 111 or permission of the instructor. {F} Credits: 5
Yuri Kumagai
Offered Fall 2014

JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} Credits: 5
Keiko Konoeda, Maki Hubbard, Spring 2015
Offered Spring 2015

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} Credits: 4
Atsuko Takabashi
Offered Fall 2014

JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} Credits: 4
Atsuko Takabashi
Offered Spring 2015

JPN 350 Contemporary Texts
“Minorities” in Japan
This course focuses on studying of selected contemporary texts including fiction and short essays from print and electronic media written by/about minority groups in Japan (e.g., Ainu, Okinawan, Burakumin, Korean-Japanese, “non-Japanese” writers) to understand various aspects of contemporary Japanese society. The course further develops advanced reading, writing and discussion skills in Japanese. Students work on group and individual projects, including translation of a text from Japanese to English. Students are encouraged, but not required, to take EAL 360, which deals 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} Credits: 4
Yuri Kumagai
Offered Fall 2014

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 deals 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} Credits: 4
Instructor: TBA
Offered Spring 2015

Korean Language

KOR 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 improves 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. Credits: 4
Suk Massey
Offered Fall 2014
KOR 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 improves 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. Prerequisite: KOR 101 or permission of the instructor. (F) Credits: 4

Suk Massey
Offered Spring 2015

KOR 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 reinforces and increases 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 such activities as 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. Prerequisite: KOR 102 or permission of the instructor. (F) Credits: 4

Suk Massey
Offered Fall 2014

KOR 202 Korean II
Intermediate Korean II is the second part of a one-year intensive course for students who have already completed the intermediate-level Korean course, Intermediate Korean I, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), 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, reviewing Korean films and Korean film making. Prerequisite: KOR 201 or permission of the instructor. (F) Credits: 4

Suk Massey
Offered Spring 2015

KOR 301 Korean III
This course helps students become proficient in reading, writing and speaking at an advanced level of Korean. This course is particularly appropriate for Korean heritage language learners, that is, 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) Credits: 4

Hyunsook Shin
Offered Fall 2014

KOR 302 Korean III
Advanced Korean 302 is the second part of a one-year intensive course for students who have already completed the advanced-level Korean course, Korean 301, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, learning basic Chinese characters, conversing in authentic contexts, studying grammar intensively, reading stories and news articles, reviewing Korean soap operas and debating contemporary social issues. (F) Credits: 4

Hyunsook Shin
Offered Spring 2015
East Asian Studies

East Asian Studies Advisory Committee
Daniel K. Gardner, D.W. Morrow Professor of History
Marilyn Martin Rhie, J.W. Post Professor of Art and of East Asian Studies
Steven M. Goldstein, Sophia Smith Professor of Government
Suzanne Z. Gottschang, Associate Professor of Anthropology and of East Asian Studies
Marnie Anderson, Associate Professor of History, Director
Kimberly Kono, Associate Professor of East Asian Languages and Literatures
Sabina Knight, Professor of Comparative Literature
Thomas Henry Rohlich, Professor of East Asian Languages and Literatures
Sujane Wu, Associate Professor of East Asian Languages and Literatures

Participating Faculty
Melissa J. Walt, Lecturer in East Asian Studies, Spring 2015
Jamie Hubbard, Yehan Numata Professor of Buddhist Studies, Jill Ker Conway Chair of Religion and East Asian Studies, and Professor of Religion
Maki Hirano Hubbard, Professor of East Asian Languages and Literatures
Sabina Knight, Professor of Comparative Literature
Thomas Henry Rohlich, Professor of East Asian Languages and Literatures
Sujane Wu, Associate Professor of East Asian Languages and Literatures

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 postgraduate 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

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 pre-modern 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.

2. Five elective courses, which shall be determined in consultation with the adviser.

3. One year of an East Asian language is strongly encouraged and may constitute two elective courses. One semester of a language may not be counted as an elective.

4. At least three elective courses may be at the 200- or 300-level.

5. Courses may not be taken pass/fail.

6. Students with double majors may count a maximum of three courses toward both majors.

II. Electives

Each elective course 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.

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

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

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

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

Courses in the major may not be taken pass/fail.

Students with double majors may count a maximum of three courses toward both majors.

The Minor

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

Requirements:
The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions. Courses taken away from Smith require the approval of the East Asian Studies Advisory Committee.

1. EAS 100 Introduction to Modern East Asia (normally by the second year)
2. Five elective courses, which shall be determined in consultation with the adviser.

Advisers: Marnie Anderson, Daniel K. Gardner, Suzanne Z. Gottschang, Jina Kim, Marylin Rhie, Dennis Yasutomo

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

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

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

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

Courses in the major may not be taken pass/fail.

Students with double majors may count a maximum of three courses toward both majors.

Advisers: Marnie Anderson, Daniel K. Gardner, Suzanne Z. Gottschang, Jina Kim, Marylin Rhie, Dennis Yasutomo
Courses

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 look at how individuals respond to and are shaped by larger historical movements. [H] Credits: 4
Marnie Anderson, Fall 2014
Marnie Anderson, Ernest Benz, Fall 2015
Offered Fall 2014, Fall 2015

EAS 200 Colloquium: Topics in East Asian Studies
Focusing on a theme of significance to the region, this course introduces 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 study Korean emigration and communities around the world as well as the new immigrant population now being formed inside Korea. Some of the questions we deal 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] Credits: 4
Jina Kim
Offered Fall 2014

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, 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 become familiar with interdisciplinary studies. We also use historical, literary and visual texts to consider the possibilities and problems of comparative colonial history. Enrollment limited to 18. [H] Credits: 4
Jina Kim
Offered Spring 2015

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, ongoing regional and global issues. Enrollment limited to 20. [S] Credits: 4
Dennis Yasutomo
Offered Spring 2015

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 considers the popularity of the Wave and the backlash against it both in East Asia and globally. It raises 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 equips students with analytical tools to critically think about and understand popular culture. [H] Credits: 4
Jina Kim
Offered Fall 2014

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 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 also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue, and the Korean culture industry. [H] Credits: 4
Jina Kim
Offered Spring 2015

EAS 220 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 considers 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 are 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 considers China’s traditional attitudes toward nature and the environment and asks what role those attitudes play today. Limited to 18. [H] [N] [S] Credits: 4
Daniel Gardner
Offered Fall 2014, Spring 2016

EAS 228 Government and Politics of Japan
Same as GOV 228. 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] Credits: 4
Dennis Yasutomo
Offered Fall 2014

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] Credits: 4
Marylyn Rhie
Offered Fall 2014

EAS 275 Colloquium: Visual Culture and the Chinese Cultural Revolution
This course examines the period 1966–76 in China, the decade known as the Cultural Revolution, when culture became both the 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 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. [A] [H] Credits: 4
Melissa Walt
Offered Spring 2015
EAS 276 Colloquium: Modern and Contemporary Chinese Art
This course explores the visual arts in modern and contemporary China, beginning in the late Qing dynasty, proceeding through the tumultuous years of the early 20th century, the avant-garde movement of the late 20th century, and the explosion of contemporary Chinese art and artists on the world stage. We 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) (A) (H) Credits: 4
Melissa Walt
Offered Spring 2015

EAS 404 Special Studies
Credits: 4
Instructor: TBA
Offered Fall 2014, Spring 2015

EAS 408D Special Studies
This is a full-year course.
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

EAS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

Approved Cross-Listed Courses in the Humanities

ARH 222 The Art of China
ARH 224 Pictorial Arts of East Asia
CLT 232 Modern Chinese Literature
CLT 239 Intimacy in Contemporary Chinese Women’s Fiction
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 Chinese Travel Writing
EAL 239 Intimacy in Contemporary Chinese Women’s Fiction
EAL 240 Japanese Language and Culture
EAL 242 Modern Japanese Literature
EAL 243 Modern Japanese Poetry in Cultural Context
EAL 360 Seminar: Topics in East Asian Languages and Literatures
Minority Literature in Japan

Approved Cross-Listed Courses in the Social Sciences

ANT 251 Women and Modernity in East Asia
ANT 252 The City and the Countryside in China
GOV 228 Government and Politics of Japan
GOV 230 Government and Politics of China
GOV 251 Foreign Policy of Japan
GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic of China’s Post-Mao Reform: Domestic and International Implications
GOV 348 Seminar in International Politics Conflict and Cooperation in Asia
HST 211 (L) The Emergence of China
HST 212 (L) China in Transformation, A.D., 750–1900
HST 214 (C) Aspects of Chinese History The World of Thought in China
HST 219 (C) Race, Religion and Nation in Modern East Asia, 1500–Present
HST 220 (C) Japan to 1600
The Major

Advisors: Randall Bartlett, Deborah Haas-Wilson, Simon Halliday, Roger Kaufman, Mahnaz Mahdavi, James Miller, Roisin O’Sullivan, Elizabeth Savoca, Susan Stratton Sayre, Charles Staelin, Vis Taraz, 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 220 or MTH 291. In the case of MTH 220, the student is required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 190, SOC 201, PSI/MTH 201, EGR/MTH 219 or MTH 220 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. Creditig procedures are the same as for the major.

Honors

Director: Susan Sayre

ECO 430 Honors Project
Credits: 4
Offered Fall 2014, Spring 2015

ECO 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

ECO 431 Honors Project
Credits: 8
Offered Fall 2014

Please consult the director of honors and the departmental website for specific requirements and application procedures. www.smith.edu/economics/honors.php

A. General Courses

ECO 125 Economic Game Theory
An examination of how rational people cooperate and compete. Game theory explores situations in which everyone’s actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. [S] Credits: 4
James Miller
Offered Spring 2015

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] Credits: 4
Charles Staelin, Instructor: TBA, James Miller, Fall 2014
Instructor: TBA, James Miller, Spring 2015
Offered Fall 2014, Spring 2015

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ECON 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 focuses 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] Credits: 4
Andrew Zimbalist, Mabnazi Mahdavi, Randall Bartlett, Fall 2014
Andrew Zimbalist, Elizabeth Savoca, Randall Bartlett, Spring 2015
Offered Fall 2014, Spring 2015

ECON 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 ECO 153. Students are not to be given credit for both ECO 220 and any of the following courses: MTH/PSY 201, GOV 190, MTH/ENG 219, MTH 220, or SOC 201. [M][S] Credits: 5
Vis Taraz
Offered Fall 2014, Spring 2015

B. Economic Theory

ECON 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, ECO 153, MTH 111 and either ECO 220, MTH 220 or MTH 291. [M][S] Credits: 4
Elizabeth Savoca
Offered Spring 2015

ECON 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. Prerequisites: ECO 150 and MTH 111 or its equivalent. Enrollment limited to 55 students. [S] Credits: 4
Simon Halliday, Fall 2014
Susan Sayre, Spring 2015
Offered Fall 2014, Spring 2015

ECON 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. Prerequisites: ECO 153 and MTH 111 or its equivalent. Enrollment limited to 55 students. [S] Credits: 4
Rosin O’Sullivan, Fall 2014
Roger Kaufman, Spring 2015
Offered Fall 2014, Spring 2015

ECON 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] Credits: 4
Charles Staedt
Offered Spring 2015

C. The American Economy

ECON 204 American Economic History: 1860–present
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 Reaganomics; the information revolution and the Great Recession. Prerequisites: ECO 150 and ECO 153. [H][S] Credits: 4
Mark Aldrich
Offered Fall 2014

PPL 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] Credits: 4
Randall Bartlett
Offered Fall 2014

ECON 230 Urban Economics
Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them include housing, transportation, concentrations of poverty, financing local government. Prerequisite: ECO 150. [S] Credits: 4
Randall Bartlett
Offered Spring 2015

ECON 231 The Sports Economy
The evolution and operation of the sports industry in the United States and internationally. The course explores the special legal and economic circumstances of sports leagues, owner incentives, labor markets, governance, public subsidies and other issues. Prerequisite: ECO 150; Recommended: ECO 220. [S]
Andrew Zimbalist
Offered Fall 2014

ECON 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] Credits: 4
Thomas Bernardin
Offered Spring 2015

ECON 234 Partisan Economic Issues
An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care, Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. [S] Credits: 4
Roger Kaufman
Offered Fall 2014

PPL 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 220 or a course in American government. [S] Credits: 4
Randall Bartlett
Offered Fall 2015
**ECO 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 are emphasized. This course offers a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: ECO 250, ECO 220 and MTH 111. (S) Credits: 4
Mehrnaz Mahdavi
Offered Fall 2014

**ECO 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 253 or permission of the instructor. (S) Credits: 4
Instructor: TBA
Offered Fall 2014

**ECO 324 Seminar: The Environment and Natural Resources**
*Economics of the Environment and Natural Resources*
How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. (S) Credits: 4
Susan Sayre
Offered Fall 2014

**ECO 331 Seminar: The Economics of College Sports and Title IX**
This seminar explores the similarities and differences between professional and college sports. The economic factors that condition the evolution and operation of college sports are examined in detail, as is the relationship between gender equity (as prescribed by Title IX) and overall intercollegiate athletic programs. Topics 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 ECO 220. (S) Credits: 4
Andrew Zimbalist
Offered Fall 2014

**ECO 351 Seminar: The 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 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. The course emphasizes empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and ECO 220. (S) Credits: 4
Roger Kaufman
Offered Fall 2014

**ECO 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. (S) Credits: 4
James Miller
Offered Fall 2014

**ECO 365 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 are emphasized. This course offers a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: ECO 250, ECO 220 and MTH 111. (S) Credits: 4
Mehrnaz Mahdavi
Offered Fall 2014

**ECO 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 253 or permission of the instructor. (S) Credits: 4
Instructor: TBA
Offered Fall 2014

**ECO 324 Seminar: The Environment and Natural Resources**
*Economics of the Environment and Natural Resources*
How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. (S) Credits: 4
Susan Sayre
Offered Fall 2014

**ECO 331 Seminar: The Economics of College Sports and Title IX**
This seminar explores the similarities and differences between professional and college sports. The economic factors that condition the evolution and operation of college sports are examined in detail, as is the relationship between gender equity (as prescribed by Title IX) and overall intercollegiate athletic programs. Topics 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 ECO 220. (S) Credits: 4
Andrew Zimbalist
Offered Fall 2014

**ECO 351 Seminar: The 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 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. The course emphasizes empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and ECO 220. (S) Credits: 4
Roger Kaufman
Offered Fall 2014

**ECO 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. (S) Credits: 4
James Miller
Offered Fall 2014

**ECO 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 ECO 153. (S) Credits: 4
Simon Halliday
Offered Spring 2015

**ECO 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. (S) Credits: 4
Charles Staelin
Offered Fall 2014

**ECO 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. (S) Credits: 4

Mahnaz Mahdavi
Offered Spring 2016

ECO 311 Seminar: Topics in Economic Development
The Political Economy of Development in Africa
Since post-colonial times, Africa has seen both hope and despair for its development. This seminar explores the roles of many factors in the development of African states and the uplifting from poverty of individual Africans. In particular, we look at infrastructure and investment; health and education; trade; finance and markets; the choice of policy; and the effects of institutions, governance and politics. We also try to make sense of the differences and the similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 253; Recommended: ECO 211 or ECO 213. (S) Credits: 4

Simon Halliday
Offered Spring 2015

ECO 395 Seminar: Topics in International Trade
The globalization of the world economy has contributed to both boom and crisis. This seminar explores 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. Prerequisites: ECO 250 and one 200-level course in international economics. (S) Credits: 4

Charles Staelin
Offered Spring 2015

ECO 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 United States; (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 ECO 296; Recommended: ECO 240. (S) Credits: 4

Mahnaz Mahdavi
Offered Spring 2016

E. Special Studies
Admission to Special Studies is by permission of the department, normally for majors who have had at least 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.

ECO 400 Special Studies
Credits: 1
Offered Fall 2014, Spring 2015

ECO 404 Special Studies
Credits: 4
Offered Fall 2014, Spring 2015

ECO 408D Special Studies
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

ECO 430 Honors Project
Credits: 4
Offered Fall 2014, Spring 2015

ECO 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015
Education and Child Study

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: Susan Etheredge

Teacher/Lecturers-Elementary Program

Tiphareth Ananda, Ed.M.
Margot R. Bittell, M.S.Ed.
Gina Bordoni-Cowley, M.Ed.
Christina Colon-Marrero, M.S.
Emily A. Eris, M.Ed.
Janice Henderson, Ed.M.
Paul Matulas, Ed.M.
Roberta E. Murphy, M.Ed.
Marlene Musante, Ed.M.
Lara Ramsey, Ed.D.
Janice Marie Szymaszek, Ed.M.
Thomas M. Weiner, M.Ed.

Lecturers

Cathy Weisman Topal, M.A.T.
Janice C. Gatty, Ed.D.
Carol Berner, M.S.Ed.
Danial Salvucci, M.E.D., Ed.M.
Kathleen A. Casale, C.A.G.S., M.Ed.

Advisory Committee

Gwen Agna, M.Ed.
Sal J. Canata, III, M.Ed.
Beth N. Choquette, C.A.G.S.
Bryan N. Lombardi, M.S.W.
Sarah J.B. Madden, M.Ed.
Lesley D. Wilson, M.A.

Honors

Director: Alan Rudnitsky

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

Graduate

Adviser: 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/education/mat.php

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 Postbaccalaureate
Middle School Baccalaureate and Postbaccalaureate
Humanities, 5–8
Integrated Science/Mathematics, 5–8
Subject Matter Educator Baccalaureate and Postbaccalaureate
Biological Sciences 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
Postbaccalaureate 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 nine credits of math. All students seeking Educator Licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL).

Students interested in obtaining Educator Licensure and in preparing to teach should contact a member of the Department of Education and Child

The Minor

The education and child study minor requires six courses. Minors are student initiated and decided with counsel from a departmental adviser. All minors must be approved by a department vote. Students interested in pursuing a minor should contact a faculty member in the department as soon as possible.

Professors

Alan N. Rudnitsky, Ph.D.
†1 Rosetta Marantz Cohen, Ed.D.
†2 Susan M. Etheredge, Ed.D., Chair
Samuel M. Intrator, Ph.D.

Associate Professor

Lucy W. Mule, Ph.D.

Assistant Professor

Shannon Audley-Piotrowski, Ph.D.

Coordinator of Teacher Education

Gina B. Wyman, Ed.M.

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Bryan N. Lombardi, M.S.W.
Sarah J.B. Madden, M.Ed.
Lesley D. Wilson, M.A.

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Director: Alan Rudnitsky

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Graduate

Adviser: Members of the department

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Sociological and Cultural Foundations

EDC 200 Education in the City
The course explores how the challenges facing schools in America’s cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks how have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35. (S) Credits: 4
Instructor: TBA
Offered Fall 2014

EDC 211 Rethinking Equity and Teaching for English Language Learners
Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as developing proficiency in English. This course provides an understanding of the instructional needs and challenges of students who are learning English in the United States. This course explores a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It also provides an overview of the historic and current trends and social issues affecting the education of English language learners. Enrollment limit of 35. Students either enrolled in or planning to enroll in the student teaching program would get priority. Credits: 4
Renata Pienkawa
Offered Spring 2015

EDC 232 The American Middle School and High School
A study of the American secondary and middle school as a changing social institution. An analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. (S) Credits: 4
Carol Berner
Offered Fall 2014

EDC 237 Comparative Education
This course looks at key issues, themes and challenges in contemporary schooling in various parts of the world including Asia, Africa, South America, Europe and the United States. Using mainly case studies within national and cross-national contexts, we explore schooling and its implications on classroom practice, teachers, students and society. Drawing on “Education for All,” a phrase that has been used to frame education goals in many countries, we also explore the issue of access to quality education, among other challenges facing education in select countries. Topics will include schools as cultural sites, educational equity, education reform and globalization of education. Enrollment limited to 35. (S) Credits: 4
Lucy Mule
Offered Spring 2015

EDC 341 The Child in Modern Society
What does it mean to be a successful child or have a successful childhood in modern society today? This interdisciplinary course helps students develop a theoretically, historically, and culturally informed perspective on childhood and child development and use this knowledge to think about and address the dilemmas that confront children and families in modern societies. Students
Learners and the Learning Process

EDC 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. \( \text{(S)} \) Credits: 4
Shannon Audley-Piotrowski
Offered Fall 2014, Spring 2015

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 incorporates contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights 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. \( \text{(S)} \) Credits: 4
Alan Rudnitsky
Offered Fall 2014, Spring 2015

EDC 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 is on the assumptions, strengths and weaknesses associated with various approaches. Students encounter a variety of instruments and methods used for collecting educational data including classroom tests, norm-referenced and criterion-referenced standardized achievement tests, portfolios, attitude and self-report scales, observational systems and interview protocols. Students also develop authentic assessment tools and work through evaluation problems associated with particular curriculum programs and instructional techniques. Enrollment limited to 20. \( \text{(S)} \) Credits: 4
Alan Rudnitsky
Offered Spring 2015

EDC 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. \( \text{(S)} \) Credits: 4
Kathleen Casale
Offered Fall 2014

EDC 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. Credits: 4
Alan Rudnitsky
Offered Fall 2014
Curriculum and Instruction

EDC 231 Foundations and Issues of Early Childhood Education
This course explores and examines the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussions and field-based experiences. This course also traces the historical and intellectual roots of early childhood education. This leads students to consider, compare and contrast a variety of programs and models in early childhood education. [S] Credits: 4
Susan Etheredge
Offered Spring 2015

EDC 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] Credits: 4
Daniel Salvucci
Offered Spring 2015

HST 289 (C) Aspects of Women’s History
Women and Higher Education: Smith College in Historical Context
What did a college education mean to the first generations of Smithies? How did students’ experiences vary according to their race, religion and class? How did college alter their ideas about what it meant to be a woman (in terms of work, sports, dress, politics, sexuality and social life)? This course explores the history of Smith College in a broader American and European context, with a focus on the changing identity and experiences of the first three generations of Smith students, from 1875 to 1930. Sources include students’ letters, diaries and scrapbooks from the College Archives. Fulfills requirements for the archives concentration and women’s education concentration. Enrollment limited to 18. [H] Credits: 4
Jennifer Hall-Witt
Offered Spring 2015

EDC 305 The Teaching of Visual Art in the Classroom
We live in a visual culture, and children are visual learners. The 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 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. [A][S] Credits: 4
Cathy Topal
Offered Spring 2015

EDC 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 seniors and graduate students only with permission. [S] Credits: 4
Susan Etheredge
Offered Fall 2014

EDC 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. [S] Credits: 6 per semester, 12 for yearlong course
Susan Etheredge, Fall 2014
Alan Rudnitsky, Spring 2015
Offered Fall 2014, Spring 2015

EDC 346 Clinical Internship in Teaching
Full-time practicum in middle and high schools. Open to seniors only and to those students who completed the prerequisite courses (EDC 238, 232, 342 and 347). Admission by permission of the department. Preregistration meeting scheduled in April. [S] Credits: 8
Carol Berner
Offered Spring 2015

EDC 347 Individual Differences Among Learners
Examination of individual differences and their consideration in the teaching-learning process. Research and prepracticum required. Prerequisites: EDC 238. [S] Credits: 4
Kathleen Casale
Offered Fall 2014

EDC 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. Credits: 4
Carol Berner
Offered Spring 2015

HST 390 Seminar: 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] Credits: 4
Peter Gunn
Offered Fall 2014

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 undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. [L] Credits: 4
Samuel Scheer
Offered Fall 2014

EDC 511 Rethinking Equity and Teaching for English Language Learner
The focus of this course is to prepare teachers to shelter their English language instruction by increasing their knowledge of student variation and cultural considerations, second language acquisition theory, English language arts/literacy, English language development standards and assessments and effective prac-
tics in ELL instruction. Participants learn to tailor their instruction for ELLs by including rigorous academic language and vocabulary development, reading complex grade-level informational and literary texts, discussion and writing in response to texts, and content standards for various academic disciplines. Credits: 3
Renata Pienkawa
Offered Summer 2014

EDC 559 Clinical Internship in Teaching
Offered both semesters each year for students pursuing educator licensure at the elementary level. Offered spring semester 2015 for students pursuing educator licensure at the middle and secondary school levels. Credits: 4
Alan Rudnitsky, Carol Berner, Spring 2015
Susan Elberedge, Fall 2014
Offered Fall 2014, Spring 2015

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

EDC 568 Psychology and Social Emotional Aspects of Children with Hearing Loss
Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. Credits: 2
Cynthia Forsythe
Offered Spring 2015

Speech Science and Audiology

EDC 565 Introduction to Hearing Science
Credits: 4

Part I. Nature of Sound

Part II. Nature of Communication
Amy Catanzaro
Offered Summer 2014

EDC 566 Audiometry, Hearing Technology and Auditory Learning
Methods and equipment for testing and developing sound perception skills, audiograms and auditory hearing. Credits: 2
Amy Catanzaro
Offered Spring 2015

EDC 573 Audiometry, 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, trouble shooting; habilitation and classroom application. Communication access, assistive devices and classroom acoustics. Prerequisite: EDC 565. Limited to candidates for the M.E.D. degree. (E) Credits: 2
Amy Catanzaro
Offered Fall 2014

Language and Communication

EDC 561 Developing Listening and Spoken Language in Children With Hearing Loss
A detailed analysis of speech production covering early intervention (birth–age 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. Credits: 5
Allison Holmberg
Offered Fall 2014

EDC 562 Developing Language Skills in Children With Hearing Loss
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. Credits: 3
Linda Findlay
Offered Spring 2015

EDC 567 English Language Acquisition and Deafness
A psycholinguistic account of English language acquisition of hearing and deaf children and its relationship to literacy development. Both theory and empirical research are stressed, and links are made to contemporary developments in assessment and intervention. Credits: 4
Peter de Villiers
Offered Fall 2014

Curriculum and Instruction

EDC 564 Perspectives on Deaf Education and Curriculum
History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. Credits: 3
Danial Salvucci
Offered Spring 2015

Student Teaching

EDC 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. Credits: 4 per semester, 8 for yearlong course
Danial Salvucci
Offered Fall 2014, Spring 2015

EDC 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.

Credits: 4

Janice Gatty
Not Offered This Academic Year

EDC 400 Special Studies
Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

EDC 571 Introduction to Signing and Deaf Culture
Development of basic receptive and expressive skills in American Sign Language and finger spelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. Credits: 4

Ruth Moore
Offered Summer 2015

EDC 585 MED Capstone Project
This final semester capstone course is the culmination of the student’s professional preparation as a deaf educator, integrating all of the key concepts taught from every course of study into a major thesis project. An example of this project would be the development of an Individualized Educational Plan (IEP) for a specific child with hearing loss. A final oral presentation to the M.E.D. faculty will demonstrate the candidate’s ability to operationalize theory, best practice, ethical decision making and a knowledge of professional expectations. Credits: 6

Members of the department
Offered Summer 2015
Engineering

Director, Picker Engineering Program
Susan Elizabeth Voss, Ph.D.

Professors
**1 Glenn William Ellis, Ph.D.
Andrew John Guswa, Ph.D.
Borjana Mikic, Ph.D.

Associate Professors
Judith B. Cardell, Ph.D.

Assistant Professors
**2 Sarah Jean Moore, Ph.D.
**2 Denise Annette McKahn, Ph.D.

Director of the Design Clinic and Senior Lecturer
Susannah V. Howe, Ph.D.

The bachelor of arts 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 bachelor of arts in engineering arts with other disciplines are boundless. The bachelor of arts 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 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 bachelor of arts 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—Bachelor of Arts in Engineering Arts**

Science: PHY 117

Math: MTH 111 and 112 or 114 (or equivalent), MTH 212, PHY 210*

Engineering Core: EGR 100, 110, 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).

*MTH 212 is a prerequisite for PHY 210

**Engineering Science, Bachelor of Science**

Advisers: 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 bachelor of science degree program is accredited by the Engineering Accreditation Commission of ABET.

The Importance of the Liberal Arts

The possibilities of coupling the bachelor of arts in engineering arts with other disciplines are boundless. The bachelor of arts 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 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 bachelor of arts 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.

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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).

*MTH 212 is a prerequisite for PHY 210
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 ensures that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of team work and oral/written communication.

### Math/Basic Science:
- 8 credits from: MTH 111, MTH 112, MTH 114, MTH 211, MTH 222
- MTH 212* (4 credits)
- MTH 219 or 220 (formerly MTH 241 or MTH 245) (4 credits)
- PHY 210* (4 credits)
- PHY 117 (5 credits)
- CHM 111 (5 credits)
- 5 credits (must be lab-based) from: PHY 118, CHM 118, CHM 222, CHM 224, BIO 150 and 151, BIO 152 and 153, or BIO 154 and 155.

*MTH 212 is a prerequisite for PHY 210

### Computer Science:
CSC 111 (4 credits)

### Engineering Core:
100, 110, 220, 270, 290, 374, 410D and one of 421D, 422D, 431D.

### Engineering Electives:
Five additional EGR courses (normally at the 300 level), only one of which may be at the 200-level (special studies and honors credits can only be counted toward this category by petitioning the department).

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.

Students are required to demonstrate reasonable technical depth by developing an intentional sequence of five thematically related engineering electives (only one of which can be at the 200-level) selected in consultation with the student’s adviser and with a short proposal outlining the rationale.

### Liberal Arts Breadth:
1. Students are required to demonstrate breadth in their curriculum by either:
   - fulfilling the Latin Honors distribution requirements;
   - fulfilling the requirements for another major or minor within Div I or Div II;
   - or
   - 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.

### Mathematical Skills:
Students will be assessed during the first semester for their mathematical skills and comprehension. An interterm 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.

Students who receive a C+ or below in PHY 117 should consult with the director for advice in order to ensure that they are adequately prepared to succeed in EGR 270.

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### The Engineering Minor

Some students may wish to minor in engineering to complement their major and supplement their education.

1. 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 EGR 100
2. PHY 117
3. One course from PHY 210, MTH 211, MTH 212, MTH 222, MTH 219 (formerly 241), MTH 220 (formerly 245), EGR 110, EGR 220, EGR 270, EGR 290.
4. One course from EGR 110, 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 nonmajors 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 of her junior year.

**Faculty Adviser to the Princeton Exchange**
Andrew Guswa

**Honors**

Director: Susan Voss

**EGR 430D Honors Project**
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

**EGR 431D Honors Capstone Design with Faculty**
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

There are three distinct pathways to honors within engineering. A student may earn honors through one and not multiple pathways. Both EGR 430D and EGR 431D are completed as independent work with a faculty member for a total of 8 credits. The third pathway is in conjunction with the 6-credit design clinic EGR 422D.

Students in EGR 422D who meet department requirements may seek honors through EGR 422D: These students take a one-credit Special Studies course during the fall semester, submit a thesis proposal to the engineering department by December 1 and if approved are enrolled in EGR 432 for the spring semester concurrent with 422D.
EGR 100 Engineering for Everyone
EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take EGR 100 for the major. Those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. Students 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. Enrollment limit of 20. Organized around different themes, multiple sections. [N] Credits: 4
Borjana Mikic, Instructor: TBA, Sarah Moore, Fall 2014
Instructor: TBA, Spring 2015
Offered Fall 2014, Spring 2015

EGR 110 Fundamental Engineering Principles
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 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 (corequisite). Enrollment limit of 20. [N] Credits: 4
Sarah Moore
Offered Fall 2014, Spring 2015

EGR 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. Corequisite PHY210. Required laboratory taken once a week. Enrollment limit of 20 students. [N] Credits: 5
Ilke Ercan, Fall 2014
Judith Cardell, Spring 2015
Offered Fall 2014, Spring 2015

EGR 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. Prerequisites: PHY 117, MTH 112 (or the equivalent). Required laboratory taken once a week. Enrollment limit of 20 students. [N] Credits: 5
Glenn Ellis, Fall 2014
Borjana Mikic, Spring 2015
Offered Fall 2014, Spring 2015

EGR 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 nonideal mixtures; conductive, convective, and radiative heat transfer. Prerequisite EGR 110 and corequisite MTH 212. Enrollment limited to 20 students. [N] Credits: 4
Denise McKahn
Offered Fall 2014, Spring 2015

EGR 312 Seminar: 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 seminar 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: GHM 111, EGR 110 and EGR 374 (corequisite) or permission of the instructor. Enrollment limited to 12. [N] Credits: 4
Paul Voss
Offered Spring 2015

EGR 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 introduces 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. Enrollment limit of 20. [M] Credits: 4
Susan Voss
Offered Fall 2014

EGR 322 Seminar: Acoustics
Acoustics describes sound transmission through solids and fluids; the focus of this course is sound transmission through air. This seminar 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 320. Enrollment limited to 12. [M] Credits: 4
Susan Voss
Offered Spring 2015

EGR 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 seminar 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. Enrollment limit of 12. [N] Credits: 4

Judith Cardell  
Offered Fall 2014

EGR 350 Engineering and Cancer  
The understanding, diagnosis and treatment of human disease all increasingly rely on contributions from engineering. In this course, we study some of the ways in which engineering is contributing to the study and clinical management of cancer. Students gain an understanding of the molecular, cellular and genetic basis of cancer, and use that perspective to consider ways that engineering approaches have been and can be used to study and treat cancer. Prerequisites: EGR 220 or 270 or 290, BIO 150 or 152, or permission of instructor. Enrollment limited to 12. [N] Credits: 4

Denise McKahn  
Offered Fall 2014

EGR 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. Prerequisites: EGR 270 and MTH 212. Enrollment limit of 20 students. [N] Credits: 5

Paul Voss  
Offered Fall 2014

Andrew Guswa, Spring 2015

EGR 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. Enrollment limited to 18 students. Credits: 4

Paul Voss  
Offered Spring 2015

EGR 388 Seminar: Photovoltaic and Fuel Cell System Design  
This seminar 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 (corequisite). Enrollment limited to 12. [N] Credits: 4

Denise McKahn  
Offered Fall 2014

EGR 390 Special Topics in Engineering  
Semiconductor Technologies  
This course focuses on the physics of microelectronic semiconductor technologies for integrated circuit applications. The topics covered include, but are not limited to, fundamentals of semiconductors, p-n junction, metal-oxide semiconductor structure, metal-semiconductor junction, MOS field-effect transistor and bipolar junction transistor. The course emphasizes physical understanding of device operation through energy band diagrams and short-channel MOSFET device design, challenges involved in modern device scaling are also discussed. The course aims to provide a solid understanding of basic physical phenomena pervasive in microelectronic devices (carrier transport both drift and diffusion, carrier generation and recombination, carrier injection and extraction, minority and majority carrier devices, and energy band diagrams), as well as mainstream microelectronic devices (junctions, field effect devices, bipolar devices and optoelectronic devices), and foundations in major trends in microelectronic industry. Prerequisite EGR 220. [N] Credits: 4

Billy Escam  
Offered Fall 2014

EGR 400 Special Studies  
Credits: 1 to 4

Instructor: TBA  
Offered Fall 2014, Spring 2015

EGR 410D Engineering Design and Professional Practice  
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 EGR 421D or EGR 422D or EGR 431D. Credits: 1 per semester, 2 for yearlong course

Susannah Hove  
Offered Fall 2014, Spring 2015

EGR 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. Corequisite EGR410D. Credits: 3 per semester, 6 for yearlong course

Instructor: TBA  
Offered Fall 2014, Spring 2015

EGR 422D Design Clinic  
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: EGR220, 270, 290 and at least one 300-level engineering course, or permission of instructor. Corequisite EGR410D. Credits: 3 per semester, 6 for yearlong course

Susannah Howe
Offered Fall 2014, Spring 2015

EGR 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

EGR 431D Honors Capstone Design with Faculty
Honors version of EGR 421D. Corequisite EGR410D.
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

EGR 432 Honors Design Clinic
Students in EGR 422D who meet department requirements may seek honors through EGR 422D: These students take a one-credit Special Studies course during the fall semester, submit a thesis proposal to the engineering department by December 1 and if approved are enrolled in EGR 432 for the spring semester concurrent with 422D. Credits: 1
Instructor: TBA
Offered Spring 2015
English Language and Literature

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 serves as a gateway for the major. First-year students who have an English Language 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.

The Major

Advisers: Members of the department

Major Requirements

The English major requires 12 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 relation 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 three and four.)

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 theatre 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, for example, 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 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:
Gillian Kendall (2014–15)
Naomi Miller (2015–16)

ENG 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due after spring vacation, to be followed during April by the student’s oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

In exceptional circumstances the department will permit a student to submit a work of fiction, poetry or creative nonfiction for honors.

Graduate

ENG 580 Graduate Special Studies
Independent study for graduate students. Admission by permission of the chair.
Credits: 4
Offered Fall 2014, Spring 2015

ENG 580D Graduate Special Studies
This is a yearlong course.
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

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.

ENG 118 Colloquia in Writing
In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and nonnative speakers are especially encouraged to register for sections taught by Holly Davis and Ethan Myers. Priority will be given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor.

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 nonnative speakers are especially encouraged to register for this section. Enrollment limited to 15. (WI) Credits: 4
Holly Davis
Offered Fall 2014, Spring 2015

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) Credits: 4
Peter Sapira
Offered Fall 2014

All the World’s a Stage
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 YouTube and on social media platforms like Facebook and Twitter. In this class, we 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. (WI) Credits: 4
Roger Pinches
Offered Spring 2015

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 hone their science-writing skills while exploring contemporary problems related to water. They focus on presenting scientific data, reasoning and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources 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) Credits: 4
Naïla Moreira
Offered Fall 2014

Consumer Culture
Reading and writing analytical essays about the pervasive effects of consumerism in American culture. Topics 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) Credits: 4
Sara Eddy
Offered Fall 2014

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 examines such questions on comic platforms including film, music, videos, short stories and cartoons. We 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) Credits: 4
Peter Sapira
Offered Fall 2014

The Space in Our Identity: Writing About Home
Home is more than the physical structure where we reside. Home is where we live in every sense: the physical sense, yes, but also the spiritual, romantic, ideal and maybe even mythical. All of these aspects of home, hometown, home coun-
try, or adopted home serve to shape our identities. In this course, we explore the importance of these spaces, be they physical or metaphysical, to the construction of “home” and how these terms, whether we accept them wholly, shun them entirely or experience them via travel, dictate to us and others a sense of self and identity. Can be repeated for credit with a different topic. Enrollment limited to 15. (E) {WI} Credits: 4

Alejandro Cuellar
Offered Spring 2015

The Documentary Impulse
We rely on dominant media culture to formulate objective representations of our social reality. Yet surely the truths we learn from newspaper, magazines, radio and television journalism are not all the truths, nor is the traditional way information gets presented always the most representative of the story being told. In this class, students respond to alternative modes and structures of documentary writing, investigate the range of subjects oftentimes overlooked by conventional journalism and explore the creative possibilities of expressing the world around us in their own writing. Can be repeated for credit with a different topic. Enrollment limited to 15. (E) {WI} Credits: 4

Luke Bloomfield
Offered Spring 2015

How to Live
Through wide-ranging readings from ancient philosophy to contemporary memoirs, we engage this most essential question: How are we to live our lives? Philosophers and artists, farmers and writers, religious leaders and political activists have given us a rich variety of approaches to this question, envisioning utopias both large and farm-small, proposing maxims to live by, conducting private and public experiments, condensing hard-won knowledge into prose. The range of forms of these provocative writings leads to this class’s second question: How are we to write about matters? Can be repeated for credit with a different topic. (E) {WI} Credits: 4

Pamela Thompson
Offered Spring 2015

Worth a Thousand Words
This course will explore and analyze the popular saying, “a picture is worth a thousand words.” The saying is generally interpreted to suggest that a complex idea can be expressed in just one picture. But it also raises questions about the complex meanings of pictures and the complex process of interpreting them. We will analyze images and discuss essays about the politics of interpretation. There may be opportunities to bring some of your own pictures into the course. Bilingual students and nonnative English speakers are especially invited to register for this section. Enrollment limited to 15. (E) {WI} Credits: 4

Instructor: TBD
Offered Fall 2014

The Peaceable Kingdom: Red in Tooth and Claw
In “Nature,” Emerson writes, “Go forth to find it, and it is gone: ’tis only a mirage as you look from the windows of diligence.” We will look diligently out of windows to explore the contradictory nature of nature and write works evinced by our investigations into the literature of nature. With a special attention to the New England landscape, its chroniclers and the artists inspired by it, we will explore a number of subjects, including our relationship with animals and our animal selves, the notions of natural and artificial, and preservation and exploitation. Enrollment limited to 15. (E) {WI} Credits: 4

Instructor: TBD
Offered Fall 2014

ENG 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-year students and sophomores. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. WI

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 United States. 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. (E) {WI} Credits: 4

Sara Eddy
Offered Spring 2015

ENG 135 Introduction to Writing 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. Prerequisites: one WI course. Enrollment in each section limited to 16. Course may be repeated once on a different topic. (E)

Writing About Place and Travel
Writing and reading assignments in this creative nonfiction course draw from the linked themes of place and travel. You don’t have to be a seasoned traveler to join the course; you can write about any place at all, including home. We also use the Smith campus and Northampton to create travel narratives and often work with images and creative walking exercises (“performance writing”) in our assignments. You should be prepared to write frequently in class and out, read well, participate in class discussion and be ready to explore your world with new eyes. Enrollment limited to 16. (E) Credits: 4

Pamela Petro
Offered Spring 2015

Writing About the Arts
Students write true stories about art, music, theater, film and dance that read like a novel. Writing assignments include a profile of an artist or performer, a review of a performance or an exhibit, and a personal essay exploring how a work of art, theater or music influenced the author. The essays read like fiction, relying on character, pacing, scenes, structure and sensory details. Unlike fiction, these stories are based on facts gathered through research, observation and interviews. The course offers tools and an approach to writing to help students develop a writing process that works for them. Enrollment limited to 16. (E) Credits: 4

Brooke Hauser
Offered Spring 2015

First-Year Seminars
For course descriptions, see First-Year Seminars section.

FYS 126 Literature of the Fantastic: Dystopian Worlds
Gillian Kendall
Offered Fall 2014

FYS 128 Ghosts
Cornelia Pearsall
Offered Fall 2014
Poets Without Borders
Stanley Kunitz has said: “Poetry is language surprised in the act of changing into meaning.” In this course, we examine poetry in action. On any given class day, we read lyric poetry that crosses borders of chronology and geography, race and sexual orientation, language and form. This course is for those who would like to explore poems from countries, cultures and centuries that they have not studied before; for those who would like to study reading strategies appropriate for poetry; and for anyone who likes poetry and wants greater immersion. This course is writing-intensive as well as discussion-based. Therefore regular attendance and active participation is essential. Assignments include three written exercises, three critical essays and two oral presentations. The goal of this course is not simply to read multiple poems, although we will do that, nor to memorize poetic terminology; although by the end of the semester you will be familiar with many terms. Rather, this course helps students to become fluent readers of poetry across global and historical boundaries, both within and beyond the confines of an academic setting. [L] [WI] Credits: 4

Naomi Miller
Offered Spring 2015

ENG 170 History of 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 learn about editing, proofreading and page layout; the course also entails a comprehensive review of grammar and punctuation. [L] [WI] Credits: 4

Douglas Patay
Offered Spring 2015

ENG 184 Survey of African-American Literature 1746–1900
Same as AS 170. An introduction to the themes, issues, and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnutt, Frederick Douglass, Phillis Wheatley. [L] Credits: 4

Daphne Lamboe
Offered Fall 2014

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 literature 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.

EN 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 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. [L] [WI] Credits: 4

Floyd Cheung, Naomi Miller, Fall 2014

Ambreen Hai, Richard Millington, Spring 2015

Offered Fall 2014, Spring 2015
ENG 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.
{L} {WI} Credits: 4
Douglas Patey
Offered Fall 2014

ENG 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. {L} {WI} Credits: 4
Cornelia Pearsall, Michael Gorra, Spring 2015
Offered Spring 2015

ENG 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} Credits: 4
Richard Millington
Offered Fall 2014

Level II Electives

ENG 202 Western Classics in Translation, from Homer to Dante
Same as CLT 202. Texts include The Iliad; tragedies by Aeschylus, Sophocles and Euripides; Plato's Symposium; Virgil's Aeneid; Dante's Divine Comedy. Lecture and discussion.
{L} {WI} Credits: 4
Maria Banerjee, Robert Hosmer, Thalia Pandiri, Fall 2014
Offered Fall 2014

ENG 203 Western Classics in Translation, from Chretien de Troyes to Tolstoy
Same as CLT 203. Chretien de Troyes's Yvain; Shakespeare's Antony and Cleopatra; Cervantes' Don Quixote; Lafayette's The Princesse de Clèves; Goethe's Faust; Tolstoy's War and Peace. Lecture and discussion.
{L} {WI} Credits: 4
Elizabeth Harries, Maria Banerjee, Spring 2015
Offered Spring 2015

ENG 207 The Technology of Reading and Writing
Same as HSC 207. 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} Credits: 4
Douglas Patey
Offered Spring 2015

ENG 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. We’ll read novels and stories by (among others) H.G. Wells, Ursula Le Guin, Octavia Butler, Russell Hoban, Stanislaw Lem and Jo Walton. Prerequisite: one college-level literature course or permission of the instructor. Recommended for nonmajors.
{L} Credits: 4
William Oram
Offered Spring 2015

ENG 209 Topics in Black Studies
Race and Love
Same as AAS 202. In this class, we study the ways that black essayists negotiate ideas about race through notions of love: what does it mean to figure one’s humanity through the miasma of race; and how is love as a concept and the form of the essay relevant to this figuring? Here, we think about race intersectionally, as a term that is only meaningful if one notices its invocation of gender, class, sexuality. We will read work by James Baldwin, Toni Morrison, Zadie Smith, Reginald Shepherd, Audre Lorde, bell hooks, Alice Walker, Cornel West, Jamaica Kincaid, Essex Hemphill, Hilton Als, Toni Cade Bambara. Prerequisite: AAS 111 or permission of the instructor. Enrollment limited to 20.
{L} Credits: 4
Kevin Quashie
Offered Spring 2015

ENG 214 Medieval Welsh
An introduction to the language and literature of medieval Wales in a series of graduated grammar lessons and readings from the first branch of the Mabinogi, Pwyll Prince of Dyfed (14th century), as well as from other tales of refraction of Celtic mythology, the early Arthurian legend and poems of praise, love, loss and Otherworld adventure.
{F} {L} Credits: 4
Craig Davis
Offered Fall 2014

ENG 217 Studies in Medieval Literature
Archaic British Myth and Legend
We will read myths of the old Celtic gods transmuted into elegant Middle Welsh prose in The Four Branches of the Mabinogi (11th century), as well as the earliest poem about King Arthur—Preiddeu Annwn “Spells of the Unworld” (nineth century)—and Culhwch ac Olwen (11th century), the first Arthurian prose tale. We explore the character and career of this obscure Welsh folk hero whose legendary realm captured the imagination of all Europe and became the chief conduit of Celtic social values, including romantic love, into elite European culture, challenging the dominance of Greco-Roman and Judeo-Christian ideals. Prerequisite: ENG 214.
{F} {L} Credits: 4
Craig Davis
Offered Spring 2015

ENG 234 Gothic
The language of the ancient Goths was first recorded in the fourth century CE, our best resource for reconstructing the prehistory of Old English to which it is closely related. In a series of grammar lessons and daily translations from Wulfila’s New Testament, we learn his unique Gothic script based upon the runic futhark and Greek alphabet, as well as explore the character of Gothic spirituality and political institutions, a cultural complex which gave the various Gothic-speaking groups a distinctive sense of ethnic identity and resilience as the first barbarian people to penetrate the mighty Roman empire and survive.
{F} {L} Credits: 4
Craig Davis
Offered Spring 2015

ENG 235 Modern American Writing
Major writers of the 1909 to 1940 period, with emphasis on modernism and the desire to “make it new.” Innovative fiction by Gertrude Stein, Sherwood Anderson, Ernest Hemingway, Scott Fitzgerald and Zora Neale Hurston.
Modernist poetry by Ezra Pound, T.S. Eliot, Marianne Moore, Wallace Stevens, Edna Millay, Robert Frost and others.
{L} Credits: 4
Dean Flower
Offered Spring 2015

ENG 239 American Journeys
A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author’s
Level II

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.

ENG 241 The Empire Writes Back: Postcolonial Literature
An introduction to Anglophone fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include: the cultural work of writers as they respond to histories of colonial dominance; their ambivalence towards English linguistic, literary and cultural legacies; the ways literature can (re)construct national identities and histories; and explore assumptions of race, gender, class and sexuality; the distinctiveness of women writers and their modes of contesting cultural and colonial ideologies; global diasporas, migration and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Angarembga, Fanon, Walcott, Cliff, Markandaya, Rushdie, Jhumpa Lahiri, Mohsin Hamid and some theoretical essays. (L) Credits: 4
Ambreen Hai
Offered Fall 2014

ENG 244 The Novel Now
Representative works of recent fiction, chosen from across the English-speaking world with an eye to suggesting the range, variety and possibilities of the contemporary novel. Readings vary from year to year, but likely suspects include Salman Rushdie, Nadine Gordimer, Philip Roth, J. M. Coetzee, Toni Morrison, Pat Barker, Michael Ondaatje, Alice Munro, Don DeLillo, Peter Carey and Cormac McCarthy, along with a selection of younger figures. (L) Credits: 4
Michael Gorra
Offered Spring 2015

ENG 250 Chaucer
A contextualized close reading of Geoffrey Chaucer’s ambitious and enduring literary project, *The Canterbury Tales*, with attention to language change, narrative technique, the representation of varied and distinctive medieval voices, and the poem as vivid introduction to life and thought in the later Middle Ages. Not open to first-year students. (L) Credits: 4
Nancy Bradbury
Offered Fall 2014

ENG 256 Shakespeare
*A Midsummer Night’s Dream*, *As You Like It*, *Hamlet*, *Twelfth Night*, *Troilus and Cressida*, *Othello*, *Antony and Cleopatra*, *The Winter’s Tale*. Not open to first-year students. (L) Credits: 4
Naomi Miller, William Oram, Fall 2014
Offered Fall 2014

ENG 257 Shakespeare
Gillian Kendall
Offered Spring 2015

ENG 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) Credits: 4
William Oram
Offered Spring 2015

ENG 261 17th-Century Poetry
An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions and imagery, as well as to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert and Marvell, set in the context of their time and their contemporaries. (L) Credits: 4
Gillian Kendall
Offered Fall 2014

ENG 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) Credits: 4
Melina Moe
Offered Fall 2014

ENG 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) Credits: 4
Michael Gorra
Offered Spring 2015

ENG 268 Asian American Women Writers
The body of literature written by Asian American women over the past 100 years has been recognized as forming a coherent tradition. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text central or marginal to the tradition? Writers to be studied include Maxine Hong Kingston, Sue Sin Far, Mitsuye Yamada, M. Evelina Galang, Trinh T. Minh-ha, Marilyn Chin, Paisley Rekdal, Lynda Barry, Jhumpa Lahiri, Bharati Mukherjee and Ruth Ozeki. (L) Credits: 4
Floyd Oehme
Offered Spring 2015

ENG 285 Introduction to Contemporary Literary Theory
What do we do when we read literature? Does the meaning of a text depend on the author’s intention? Or on how readers read? What counts as a valid interpretation? Who decides? How do some texts get canonized and others forgotten? How does literature function in culture and society? How do changing understandings of language, the unconscious, class, gender, race, history or sexuality change how we read? “Theory” is “thinking about thinking,” questioning common sense, critically examining the categories we use to approach literature or any discursive text. This course introduces some of the most influential questions that have shaped contemporary literary studies. We start with New Criticism, but focus on interdisciplinary approaches such as

Richard Millington
Offered Spring 2015
ENG 287 Shakespeare’s Sisters: Representing Women in the Renaissance
In this course, we explore the cultural and literary work of “representing women in the Renaissance” through the primary lens of a striking range of works by women authors in the period. Reading works of fiction, poetry and drama, as well as polemical texts, public speeches, private diaries and mothers’ advice books by women of the 16th and 17th centuries, we’ll consider what possibilities were available to women; the extent to which they conformed to, adapted, or differentiated themselves from the genres used by their male contemporaries; the conditions under which they wrote and encouraged others to write; the attitudes they took toward themselves as writers and toward their work; their writing as it exemplifies their concerns as individuals, and as members of social and historical groups. In particular, we consider how these texts reflect and resist the social constraints under which women wrote, in a culture that perceived women’s words as sexual threat. Requirements include active class participation, regular short written responses and two substantial pieces of writing—(guidelines on the syllabus). Prerequisite: a WI course. [L] Credits: 4
Naomi Miller
Offered Spring 2015

ENG 290 Crafting Creative Nonfiction
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.

 Topic: Crafting Creative Nonfiction
This course is 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 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 are among others. Selections organized in thematic clusters to inspire, prompt, provoke or incite responses that generate formal essays. Attention to the writing process, particularly revision, and to matters of style (“the perfection of style is to be clear without being mean,” said Aristotle). English 290 will combine formal class sessions, independent writing, group writing and conferences with the instructor. A portfolio of finished essays (five or six) is due on the Friday before the last class of the semester. Admission by permission of the instructor. [A][L] Credits: 4
Robert Hosmer
Offered Fall 2014

ENG 295 Advanced Poetry Writing
A portfolio of finished essays (five or six) is due on the Friday before the last class of the semester. Admission by permission of the instructor. [A][L] Credits: 4

ENG 296 Advanced Fiction Writing
In this workshop, more advanced fiction-writing students pursue two chief aims: to become stronger, more sophisticated writers in ways that feel natural to them, and to broaden their horizons by pursuing experimentation in new styles and subjects. At the same time, students continue to work on honing their observational and revision skills through attention to their own work and work of their peers. Coursework includes emphasis on becoming a skillful and sophisticated critic, readings from diverse contemporary writers and occasional ad hoc exercises. [A][L] Credits: 4
Emily Barton
Offered Fall 2014, Spring 2015

Intermediate/Advanced Creative Writing Courses

ENG 206 Intermediate Fiction Writing
A writer’s workshop that focuses on sharpening and expanding each student’s fiction writing skills, as well as broadening and deepening her understanding of the short story form. In addition to analyzing and discussing one another’s work, students hone their craft by examining the work of established writers. Writing sample and permission of instructor required. [A][L] Credits: 4
David Maine, Fall 2014
Instructor: TBA, Spring 2015
Offered Fall 2014, Spring 2015

ENG 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 re-vision. In addition, students read and write on cart issues, and attend Poetry Center readings/Q&As. Enrollment is by permission of the instructor. [A][L] Credits: 4
Ellen Watson
Offered Spring 2015

ENG 292 The Art and History of the Book
Same as ARH 247. 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 examines the principal techniques of book production—calligraphy, illustration, papemaking, 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 are labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. [A][H][L] Credits: 4
Martin Antonetti
Offered Spring 2015

ENG 294 Advanced 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 re-vision. In addition, students read and write on cart issues, and attend Poetry Center readings/Q&As. Enrollment is by permission of the instructor. [A][L] Credits: 4
Ellen Watson
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Emily Barton
Offered Fall 2014, Spring 2015

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Naomi Miller
Offered Spring 2015

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Ellen Watson
Offered Spring 2015
ENG 384 Writing About American Society
Same as AMS 351. Topic: The Climate of the Country
In this class, students develop their skills in narrative, long-form nonfiction writing as they explore the ways that science and technology are transforming American culture. This course focuses on writing about the country’s weather and climate—past, present, and future. As the United States confronts the consequences of global climate change, some sectors of the population continue to deny that any human-induced crisis poses a threat. What is the scientific evidence to support the prediction of impending climate catastrophe? And why isn’t everyone swayed by that evidence? Course readings will include current reports in science news sources as well as poems, plays and historical and literary accounts by authors such as John McPhee, Andrea Barrett, Bill McKibben and Elizabeth Kolbert. Writing assignments will range from short descriptions of weather phenomena to longer essays and reported pieces. Admission by permission of the instructor, based on submitted writing samples. (A) [L] [S] Credits: 4
Dava Sobel
Offered Spring 2015

Level IV

300-level courses, but not seminars. These courses are intended primarily for juniors and seniors who have taken at least two literature courses above the 100-level. Other interested students need the permission of the instructor.

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 undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. (L) Credits: 4
Samuel Scheer
Offered Fall 2014

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 preregistration period. The instructor will select the students admitted from these applicants.

ENG 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.

Topic for Fall 2014: The Waste Land
There are many ways in which a book may be “big.” In this course, we will explore the vastness contained in the relatively few pages of T.S. Eliot’s 1922 poem, The Waste Land. We will frame our discussion of that poem with some attention to other work by Eliot, especially the earlier Love Song of J. Alfred Prufrock and the later Burnt Norton, but the bulk of our time will be spent on a careful and layered reading of The Waste Land. This will include some reading of (usually parts of) many of the texts to which Eliot alludes or from which he quotes, and will involve reading criticism of the poem to see how it becomes a new work for each new generation of readers. Main written work will be an article-length critical research paper. (L) Credits: 4
Michael Thurston
Offered Fall 2014

ENG 316 Seminar: Contemporary Topics in Afro-American Studies: Topics Course
Exiles, Transplants and In-Betweeners: Literatures of the African Diaspora
Same as AAS 336. This seminar focuses on some of the major perspectives, themes and theoretical underpinnings in the field of African diasporic studies. We 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 is 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 draws 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) Credits: 4
Daphne Lamolibe
Offered Fall 2014

ENG 319 South Asians in Britain and America
This seminar compares the literary and cultural consequences of two recent waves of migration of South Asian peoples: post–World War Two migrations of “skilled/unskilled” labor to Britain; and the post-1965 migrations to North America. Focusing on literature (and some film) that records, reflects on and seeks to intervene in the cultural and psychological effects of such profound shifts, we also read some interdisciplinary materials to investigate causes and consequences of migration and diaspora in their historical, political and economic contexts, with attention to questions of gender, nationhood, globalization, community, identity, religious fundamentalism and assimilation. Writers and filmmakers probably include Salman Rushdie, Harif Kureishi, Meera Syal, Jhumpa Lahiri, Monica Ali, Kiran Desai, Bharati Mukherjee, Chitra Divakaruni, Deepa Mehta, Mira Nair. (L) Credits: 4
Ambrin Hui
Offered Fall 2014

ENG 323 Seminar: Toni Morrison
Same as AMS 360. This seminar focuses on Toni Morrison’s literary production. In reading her novels, essays, lectures, and interviews, we 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) Credits: 4
Kevin Quashie
Offered Fall 2014
ENG 333 A Major British or American Writer  
Evelyn Waugh  
Reading and discussion of all Waugh's novels (and some of his travel-books and journalism), from his early satires of the 1920s and 30s such as Decline and Fall and Vile Bodies, through his turn to explicit religious polemic in Brideshead Revisited and Helena, to his recreation of the Second World War in the trilogy Sword of Honour. Admission is by permission of the instructor. Enrollment limited to 12. {H}[L] Credits: 4  
Douglas Patey  
Offered Fall 2014  

Alice Munro  
Alice Munro has won extraordinary and steadily growing recognition as one of the very finest and cannniest writers of our time. The subtlety of her narrative skills and the subdued brilliance of her moral insights mark her as a major figure. And yet this has not translated into the kind of attention one might expect in college and university curricula, although this is likely to change with the recognition following on her winning of the Nobel Prize for Literature (2013). Certainly there are challenges for both student and teacher in tracing out the arc of her achievement, beginning with the early Dance of the Happy Shades to her most recent work. But this tracing provides an opportunity to follow Munro “writing her lives”—in all their narrative sublimity. Prerequisites: Three literature courses, including one American literature course and one upper-level course in fiction. Enrollment limited to 12. {L} Credits: 4  
Charles Reeves  
Offered Spring 2015  

ENG 362 Satire: Execution by Words  
A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, Pope, Austen, and Byron to Waugh, West and Vonnegut. Some attention will be given to differences between male and female satirists. {L} Credits: 4  
Nora Crow  
Offered Fall 2014  

ENG 365 Seminar: Studies in 19th-Century Literature  
Mourning and Elegy in Victorian Culture  
A study of the representation and commemoration of the dead in literature, art and social practice. Readings from poetry, fiction, theory, etiquette books, and letters; close attention to funerary sculpture and mourning attire. {A}[L] Credits: 4  
Cornelia Pearsall  
Offered Spring 2015  

Special Studies  

ENG 400 Special Studies  
Credits: 1 to 4  
Instructor: TBA  
Offered Fall 2014, Spring 2015  

ENG 408D Special Studies  
This is a full-year course.  
Credits: 4 per semester, 8 for yearlong course  
Instructor: TBA  
Offered Fall 2014, Spring 2015  

Cross-Listed and Interdepartmental Courses  

CLT 205 20th-Century Literatures of Africa  
A study of the major writers of modern Africa with emphasis on several key questions: how did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of independence and postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Texts may include Achebe’s Things Fall Apart, Ngũgĩ wa Thiong’o’s The River Between, Tsitsi Dangarembga’s Nervous Conditions, David Mufwa’s We Come in Peace, Ndebele Njabulo’s The Cry of Winnie Mandela, and Ama Ata Aidoo’s Our Sister Killjoy. We will also watch films such as White King, Red Rubber, Black Death, Tsotsi and District 9. {L} Credits: 4  
Katiriwa Mule  
Offered Fall 2014  

FLS 241 Genre/Period  
The Western and American Identity After World War II  
This class examines the relation of perhaps the defining American film genre to questions of both American cinema and American identity. How are Westerns reflective and symptomatic of vital issues in United States history and culture? How does the genre help shape and define how Americans think of themselves? How did the genre change over the post-war period, and what does this tell us about the changing needs, ideas, and ideologies of both American filmmaking and the United States itself? We consider the classical films of John Ford and the revisionist work of Sam Peckinpah and Robert Altman, as well as other canonical Westerns, considering the way they were used to think through historical and cultural events like the Red Scare, Civil Rights and the development of a more robust Gay Public Sphere. We also consider more recent developments and changes in the genre as produced by Reagan’s tenure as the Cowboy President (including US foreign policy in Latin America) and, currently, shifts in the genre effected by digital technology and the Age of New Media. {A} Credits: 4  
Alexandra Keller  
Offered Fall 2014  

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 biweekly 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} Credits: 4  
Andrea Hairston  
Offered Fall 2014, Spring 2015  

THE 262 Writing for the Theatre  
Intermediate and advanced script projects. Prerequisite: 261. L and P. {A} Credits: 4  
Andrea Hairston  
Offered Fall 2014, Spring 2015  

CLT 266 Studies in South African Literature and Film  
Adapting Violence to the Screen in South African Film  
A study of South African literature and film since 1948 in their historical, social and political contexts. How do writers and film makers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film and other
texts such as testimonies from the Truth and Reconciliation Commission function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalisms and the often hollow post-apartheid discourse of nonracial “New South Africa?” Texts include testimonies from the Truth and Reconciliation Commission, novels such as Alan Paton’s *Cry the Beloved Country*, Mazisi Kunene’s *Mandela’s Ego*, Njabulo Ndebele’s *The Cry of Winnie Mandela*, Nadine Gordimer’s *July’s People*, J.M. Coetzee’s *Waiting for the Barbarians*, Athol Fugard’s *Tsotsi* and Zoe Wicomb’s *You Can’t Get Lost in Cape Town*. We will also analyze films such as *Cry the Beloved Country*, *Sarafina!*, *Tsotsi*, *Cry Freedom* and *South Africa Belongs to Us*. (E) {L} Credits: 4

**Katuewa Mule**

**Offered Spring 2015**

**CLT 300 Literary Theory and Literary Practice: Conflicts and Consensus**

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, post-structuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and post-colonial studies. 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, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabha, Butler, Said, Ngũgĩ wa Thiong’o, Žižek. The class will be of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. {L} Credits: 4

**Anna Botta**

**Offered Fall 2014**
Environmental Concentration: Climate Change

Directors: Andrew Guswa, James Lowenthal
Coordinator: Joanne Benkley

Advisory Committee
Jesse Bellemare (Biological Sciences)
Nathanael Fortune (Physics)
Elliot Fratkin (Anthropology)
Daniel K. Gardner (History)
Alice L. Hearst (Government)
Danielle Ignace (Biological Sciences)
James Daniel Lowenthal (Astronomy)
Denise McKahn (Engineering)
Robert Newton (Geosciences)
Amy Larson Rhodes (Geosciences)
Susan Stratton Sayre (Economics)
Elizabeth V. Spelman (Philosophy)
Gregory W. White (Government)

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 offers two environmental concentrations with topics that change every four years.

Many world leaders, scientists and analysts of all types agree that global climate change is perhaps the most significant challenge confronting human life and well-being and the stability of life on Earth. The climate change concentration builds on strong student and faculty interest, pulling together the many diverse fields and disciplines that bear on this complex subject.

Students and faculty participating in the climate change concentration will explore connections among such themes as:

- the science of global climate change including atmospheric physics and radiative transfer, sources of greenhouse gases, biological system responses to climate change, and the pre-historic geologic climate record;
- socioeconomic and historical factors affecting climate change including the Industrial Revolution, the environmental movement, global fossil fuels industries, national and global financial institutions, world economic models, and the military-industrial complex;
- political and governmental aspects of climate change such as the Kyoto Protocol, the relative balance between developing and developed nations of responsibility for causing and for responding to climate change, the ongoing debate in the United States over “cap and trade” and carbon tax systems, and the IPCC;
- psychological factors affecting personal behavior including political affiliation, education and perceived normative decisions among peer groups; and
- cultural reflections of and influences on global climate change including literature, film, theater and visual arts

For more information see www.smith.edu/climate.

Requirements

The environmental concentration: climate change 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
Credits: 1
Offered Fall 2014

LSS 100 Landscape, Environment and Design
Credits: 2
Offered Spring 2015

2. Academic Core (four courses)

In consultation with their advisers, students choose four courses from among the many climate-related courses offered by the Five Colleges. (See examples listed in the courses section.) The four 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 practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course (required)

ENX 301 Environmental Concentration Capstone
Climate Change
This capstone course for the environmental concentration in climate change brings together students to work on team-based projects related to climate change. Project work will be complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E)
Credits: 4
Instructor: TBA
Offered Fall 2015

Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges follow. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.
Environmental Concentration: Climate Change

Amherst College
ARCH 375 Sustainable Architecture
BIOL 230 Ecology
BIOL 440 Conservation Biology
ECON 210 Environmental/Natural Resource Economics
ENST 120 Introduction to Environmental Studies
ENST 220 Environmental Issues of the 19th Century
ENST 250 Politics and Policies
ENST 310 Conservation Social Science
ENST 320 Knowing Nature
ENST 430 Seminar: Fisheries
ENST 432 Environmental Risks and Choices
ENST 490 Sustainability and Planning
ENST 490 Writing the Environment
ENST 490 Greening Cities
GEOL 109 Climate Change, Global Warming
GEOL 341 Environment/Solid Earth Geophysics
HIST 265 Environmental History: Latin America
HIST 411 Commodities, Nature and Society
LJST 235 Law's Nature
SOCI 226 Footprints on the Earth
SOCI 231 Environmental Movements
SOCI 341 Making Peace w/ the Planet
PHIL 225 Ethics and the Environment
PHYS 109 Energy
POSC 484 Global Resource Politics

Hampshire College
CS 0194 Environmental Education
CSI 0122 The Political Economy of Food
CSI 0146 Economics for People/Planet/Future
CSI 0206 Economics and Environment
CSI 0258 Preserving the Past
CSI 0265 Environmental Human Rights
CSI 0268 U.S. Climate Law/Policy
CSI 0313 Environment and Community
CSI 0254 War/Resources/Sustainability
IA 0142 Innovations for Change
NS 0145 Earth and Life Through Time
NS 0150 Agriculture, Ecology and Society
NS 0195 Pollution and Our Environment
NS 0207 Ecology
NS 0217 History of Food
NS 0226 Sustainability in Practice
NS 0273 Solar Energy/Technology
NS 0279 Applied Statistics/Climate Change
NS 0287 Elements of Sustainability

Mount Holyoke College
BIOL 223 Ecology
BIOL 321 Food Justice
BIOL 341 Science and Power in Environmental Governance
GEOL 101 Environmental Geology
GEOG 107 Intro to Physical Environment
GEO 203 Surface Processes
HIST 301 Colloquium: History of Energy

Smith College
BIO 390 Seminar: Topics in Environmental Biology
CHM 108 Environmental Chemistry
EAS 220 Colloquium: Environment and Society in China
ECO 224 Environmental Economics
ECO 324 Seminar: Economics of the Environment and Natural Resources
EGR 312 Seminar: Atmospheric Processes
ENV 101 Environmental Integration I: Perspectives
ENV/GEO 150 Modeling Our World: An Introduction to Geographic Information Systems
ENV 201 Environmental Integration II: Collecting and Analyzing Information
ENV 222 Globalization, Food and Environment
ENV 311 Environmental Integration III: Interpreting and Communicating Information
ENV 312 Environmental Integration IV: Sustainable Solutions
ENV 320 Environmental Justice
GEO 101 Introduction to Earth Processes and History
GEO 102 Exploring the Local Geologic Landscape
GEO 106 Extraordinary Events in the History of Earth, Life and Climate
GEO 108 Oceanography
LSS 100 Landscape, Environment and Design
PHI 304 Colloquium: Applied Ethics
SOC 232 World Population
SOC 233 Environment and Society
SOC 321 Globalization and Alternatives
SOC 333 Seminar: Social Justice, the Environment and the Corporation

University of Massachusetts
ANTHRO 208 Human Ecology
CE-ENGIN 671 Environmental Biological Processes
ECON 308 Political Econ. of the Environment
ENVRSC 101 Introduction to Environmental Science
ENVRSC 213 Introduction to Environmental Policy
INVRSC 390A Environmental Soil Science
INVRSC 445 Sustainability and Problem Solving
GEO-SCI 100 Global Environmental Change
GEO-SCI 101 The Earth
GEO-SCI 150 The Earth Transformed
HISTORY 392 Environmental History of Latin America
LEGAL 497 Environmental Justice
MANAGMNT 366 Sustainable Enterprise
NATSCI 397A CNS Junior Writing
NRC 100 Environment and Society
NRC 597GC ST Global Environmental Conservation
POLISCI 253 International Environmental Politics and Policy
RES-ECON 121 Hunger in Global Econ
RES-ECON 472 Advanced Topics in Resource and Environmental Economics
SOCIOLOG 392 Environmental Sociology
STOCKSCH 115 Environmental Biology
STOCKSCH 185 Sustainable Living
STPEC 291 Capitalism and the Environment
Environmental Concentration: Sustainable Food

Directors: Andrew Guswa, Paul Wetzel
Coordinator: Joanne Benkley

Advisory Committee:
Elisabeth Brownell Armstrong (Study of Women and Gender)
Barbara Brehm-Curtis (Exercise and Sport Studies)
Andrew J. Guswa (Engineering)
Michelle Joffroy (Spanish and Portuguese)
Ann Leone (French and Landscape Studies)
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 two environmental concentrations with topics that change every four years.

Through 2016, one environmental concentration topic 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 enables 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 in sustainable food has four components: a gateway course, an academic core, practicum experiences and a capstone.

1. Gateway Course (choose one)

LSS 100 Landscape, Environment and Design
Credits: 2
Offered Spring 2015

ENV 100 Environment and Sustainability: Notes from the Field
Credits: 1
Offered Fall 2014

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 examples listed in the Courses section). The four 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 practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course

ENX 301 Environmental Concentration Capstone
This course (see below for description) will be offered in fall 2014, 2015, and 2016. 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
Sustainable Food
This capstone course for the environmental concentration in 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) Credits: 4
Offered Fall 2014

Courses for the Academic Core

Example courses for the academic core offered by the Five Colleges are listed below. Other relevant courses offered at Smith, within the Five College Consortium or in study abroad programs may be used to satisfy the core requirement of the concentration with consultation and approval of the concentration adviser.

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
NS 217 Agriculture and Human Health
NS 294 Sustainable Agriculture and Organic Farming
SS 154 Food, Health and Law
SS 158 The Fair Trade Movement

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
GNST 212s Women and Gender in Social Science
Anthropology of Food and Agriculture
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GNDST 333</td>
<td>Seminar: Gender, Food and Agriculture in the Global Context</td>
</tr>
<tr>
<td>HIST 301</td>
<td>Food and Famine in African History</td>
</tr>
<tr>
<td>HIST 296 02</td>
<td>Topic: African Women Food/Power</td>
</tr>
<tr>
<td>LATAM 389</td>
<td>Agrarian America: Sugar, Cotton, Coffee, Wheat</td>
</tr>
<tr>
<td>POLIT 100 FY</td>
<td>Seminar: Politics of Food</td>
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<tr>
<td>PSYCH 252</td>
<td>Food, Appetite and Culture</td>
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<td>RELG 260</td>
<td>Food, Eating and the Sacred</td>
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</tbody>
</table>

### Smith College

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANT 200</td>
<td>Colloquium in Anthropology: Food</td>
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<td>ANT 248</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>BIO 103</td>
<td>Economic Botany Plants and Human Affairs</td>
</tr>
<tr>
<td>ECO 213</td>
<td>The World Food System</td>
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<td>ENG 119</td>
<td>Writing Roundtable</td>
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<td>ENV 222</td>
<td>Globalization, Food and the Environment</td>
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<tr>
<td>ESS 150</td>
<td>Nutrition and Health</td>
</tr>
<tr>
<td>FYS 100</td>
<td>Food for Thought</td>
</tr>
<tr>
<td>FYS108</td>
<td>Curry: Gender, Race, Sexuality and Empire</td>
</tr>
<tr>
<td>FYS198</td>
<td>The Global Coffee Trail</td>
</tr>
<tr>
<td>ITL205</td>
<td>Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture</td>
</tr>
<tr>
<td>LSS220</td>
<td>Activism by Design</td>
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<tr>
<td>SWG230</td>
<td>Feminisms and the Fate of the Planet</td>
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### University of Massachusetts

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH 297</td>
<td>Anthropology of Food</td>
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<tr>
<td>ANTH 397</td>
<td>Special Topics: Food and Culture</td>
</tr>
<tr>
<td>ENGLISH 297W</td>
<td>Special Topics: Beyond Food Writing</td>
</tr>
<tr>
<td>FD SCI 101</td>
<td>Food and Health</td>
</tr>
<tr>
<td>FD SCI 102</td>
<td>World Food Habits</td>
</tr>
<tr>
<td>FD SCI 150</td>
<td>The Science of Food</td>
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<tr>
<td>FD SCI 160</td>
<td>The Nature of Food</td>
</tr>
<tr>
<td>FD SCI 265</td>
<td>Survey of Food Science</td>
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<tr>
<td>FD SCI 270</td>
<td>Biology of Food in Human Health</td>
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<td>FD SCI 541</td>
<td>Food Chemistry (FD SCI 544 Lab)</td>
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<td>FD SCI 561</td>
<td>Food Processing</td>
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<td>FD SCI 567</td>
<td>Food Microbiology (FD SCI 566 Lab)</td>
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<td>FD SCI 575</td>
<td>Elements of Food Process Engineering</td>
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<td>FD SCI 580</td>
<td>Food Borne Diseases</td>
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<tr>
<td>KIN 110</td>
<td>Human Performance and Nutrition</td>
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<tr>
<td>NUTR 230</td>
<td>Basic Nutrition</td>
</tr>
<tr>
<td>NUTR 572</td>
<td>Community Nutrition</td>
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<tr>
<td>NUTR 577</td>
<td>Nutritional Problems in the U.S.</td>
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<tr>
<td>PLSOILIN 280</td>
<td>Herbs, Spices and Medicinal Plants</td>
</tr>
<tr>
<td>PLSOILIN 300</td>
<td>Deciduous Orchard Science</td>
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<tr>
<td>PLSOILIN 305</td>
<td>Small Fruit Production</td>
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<tr>
<td>PLSOILIN 315</td>
<td>Greenhouse Management</td>
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<td>PLSOILIN 325</td>
<td>Vegetable Crop Production</td>
</tr>
<tr>
<td>PLSOILIN 350</td>
<td>Soil and Crop Management</td>
</tr>
<tr>
<td>PLSOILIN 370</td>
<td>Tropical Agriculture</td>
</tr>
<tr>
<td>PLSOILIN 390G</td>
<td>Global Food Systems</td>
</tr>
<tr>
<td>PLSOILIN 390E</td>
<td>Sustainable Food and Farming</td>
</tr>
<tr>
<td>PLSOILIN 397C</td>
<td>Community Food Systems</td>
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<tr>
<td>POLISCI 291</td>
<td>The Politics of Food</td>
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<tr>
<td>RES EC 241</td>
<td>Intro to Food Marketing Economics</td>
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<tr>
<td>RES EC 343</td>
<td>Food Merchandizing</td>
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</tbody>
</table>
Environmental Science and Policy

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 (see list); and
5. four electives that create a coherent sequence with a clear environmental focus. No more than one elective may 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 semester of independent study (ENV 400) or credit toward an honor’s thesis (ENV 430D) may be substituted for one elective, but neither may count as the 300-level 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.

Environmental Integration Courses

All majors must complete the four environmental integration courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Information</th>
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<tbody>
<tr>
<td>ENV 101</td>
<td>Environmental Integration I: Perspectives</td>
</tr>
<tr>
<td>ENV 201</td>
<td>Environmental Integration II: Collecting and Analyzing Information</td>
</tr>
<tr>
<td>ENV 202</td>
<td>Environmental Integration II: Collecting and Analyzing Information Laboratory</td>
</tr>
<tr>
<td>ENV 311</td>
<td>Environmental Integration III: Interpreting and Communicating Information</td>
</tr>
<tr>
<td>ENV 312</td>
<td>Environmental Integration IV: Sustainable Solutions</td>
</tr>
</tbody>
</table>

Introductory Courses

Natural Sciences

All majors must take one course in three of the following four natural science areas: biological sciences, chemistry, geosciences, or physics and engineering. Two of these courses must include a laboratory or field component. BIO 180Y/ GEO 180Y is a yearlong lab course that satisfies both lab requirements for the introductory natural sciences and may be paired with any introductory natural science lecture course. BIO 155 and GEO 102 count only as lab courses. BIO 155 must accompany BIO 154. GEO 102 must accompany an introductory GEO lecture course. Only some sections of EGR 100 with a strong focus on energy or sustainability may count as a natural science lecture course. 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.

Natural Science Lab or Field Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Information</th>
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<tbody>
<tr>
<td>BIO 155</td>
<td>Biodiversity, Ecology and Conservation Laboratory</td>
</tr>
<tr>
<td>BIO 180Y</td>
<td>Biogeochemical Cycling in the Avery Brook Watershed: A Research Course</td>
</tr>
<tr>
<td>CHM 111</td>
<td>Chemistry I: General Chemistry</td>
</tr>
<tr>
<td>CHM 118</td>
<td>Advanced General Chemistry</td>
</tr>
</tbody>
</table>
FYS 134 Geology in the Field  
GEO 102 Exploring the Local Geologic Landscape  
GEO 108 Oceanography: An Introduction to the Marine Environment  
GEO 180Y Biogeochemical Cycling in the Avery Brook Watershed: A Research Course  
PHY 117 Introductory Physics I  
PHY 118 Introductory Physics II

**Natural Science Lecture Courses**

BIO 154 Biodiversity, Ecology and Conservation  
CHM 108 Environmental Chemistry  
GEO 101 Introduction to Earth Processes and History  
GEO 105 Natural Disasters: Confronting and Coping  
GEO 106 Extraordinary Events in the History of Earth, Life and Climate  
EGR 100 Engineering for Everyone

**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.

ANT 130 Introduction to Cultural Anthropology  
ANT 241 Anthropology of Development  
ECO 150 Introductory Microeconomics  
GOV 200 American Government  
GOV 207 Politics of Public Policy  
GOV 241 International Politics  
PHI 238 Environmental Ethics  
PPL 220 Public Policy Analysis  
SOC 101 Introduction to Sociology  
SWG 150 Introduction to the Study of Women and Gender

**Statistics**

Majors must take one course in statistics (e.g., ECO 220, MTH 201/PSY 201, GOV 190, MTH 219, MTH 220 or SOC 201).

Students with Advanced Placement credit (4 or 5) in statistics may substitute an appropriate upper-level statistics course in consultation with an ES&P adviser and in accordance with guidelines from the home department.

ANT 130 Introduction to Cultural Anthropology  
ANT 241 Anthropology of Development  
ECO 150 Introductory Microeconomics  
GOV 200 American Government  
GOV 207 Politics of Public Policy  
GOV 241 International Politics  
PHI 238 Environmental Ethics  
PPL 220 Public Policy Analysis  
SOC 101 Introduction to Sociology  
SWG 150 Introduction to the Study of Women and Gender

**Electives for the Environmental Focus**

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 one elective can be at the 100-level; at least one must be at the 300-level. Several colloquium and seminar courses have rotating themes; approval is granted for years when the focus is on environmental and sustainability topics. ENV 100 may not be used as an elective. Electives and the environmental focus 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. Students with Advanced Placement credit (4 or 5) in statistics may substitute an appropriate upper-level statistics course in consultation with an ES&P adviser and in accordance with guidelines from the home department.

ENV 400 must be taken for 3 or 4 credits to be used as an elective. Internships, study abroad, or Praxis experiences are encouraged.

**Natural Sciences**

**Biological Sciences**

BIO 103 Economic Botany: Plants and Human Affairs  
BIO 260 Invertebrate Diversity  
BIO 264 Plant Diversity and Evolution  
BIO 268 Marine Ecology  
BIO 272 Vertebrate Biology  
BIO 364 Plant Ecology  
BIO 366 Biogeography  
BIO 390 Seminar: Topics in Environmental Biology

**Chemistry**

CHM 346 Environmental Analytical Chemistry

**Environmental Science and Policy**

ENV 150 Modeling Our World: An Introduction to Geographic Information Systems  
ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences  
ENV 321 Governing the Commons: A Seminar in Water Resources

**Geosciences**

GEO 231 Invertebrate Paleontology and the History of Life  
GEO 232 Sedimentary Geology  
GEO 251 Geomorphology  
GEO 301 Aqueous Geochemistry  
GEO 309 Groundwater Geology

**Physics and Engineering**

EGR 312 Seminar: Atmospheric Processes  
EGR 315 Ecolhydrology  
EGR 325 Electric Power Systems  
EGR 330 Engineering and Global Development  
EGR 346 Hydrosystems Engineering  
EGR 388 Seminar: Photovoltaic and Fuel Cell System Design

**Social Sciences, Humanities and Policy**

ANT 230 Peoples and Cultures of Africa  
ANT 236 Economy, Ecology and Society  
ANT 241 Anthropology of Development  
EAS 220 Colloquium: Environment and Society in Contemporary China  
ECO 213 The World Food System  
ECO 224 Environmental Economics  
ECO 324 Seminar  
ENG 118 Colloquia in Writing  
ENG 135 Introduction to Writing Creative Nonfiction  
GOV 242 International Political Economy  
GOV 254 Colloquium: Politics of the Global Environment  
GOV 306 Seminar in American Government
LSS 250  Studio: Landscape and Narrative
PHI 238  Environmental Ethics
PHI 304  Colloquium in Applied Ethics
SOC 232  World Population
SOC 233  Environment and Society
SOC 333  Seminar: Social Justice, the Environment and the Corporation
SWG 230  Gender, Land and Food Movement

Special Studies

ENV 400 Special Studies
Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors, and in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take ENV 400. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

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. Interested students should contact potential honors advisers by the beginning of February in the spring semester of their junior year.

Please consult the director of honors for specific requirements and application procedures.

Director: L. David Smith

ENV 430D Honors Project
Full-year course, 4 credits each semester. Offered every year.
Credits: 8
Offered Fall 2014

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: Arava Institute for Environmental Studies, Danish Institute for Study Abroad, Duke University’s Organization for Tropical Studies, The School for Field Studies, The School for International Training, SEA Semester, the Maritime Studies Program of Williams College and Mystic Seaport, and the University of Maine Semester by the Sea. 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 may be authorized to count as 300-level electives with pre-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. EGR 315 and GEO 301 may be used to fulfill a natural science requirement in either of two categories, see list below. EGR 100 has several rotating themes and may count toward the minor when the focus is on energy and sustainability. 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. We recommend taking Geographic Information Systems (ENV 150/GEO 150) and a course in statistics (MTH 219 or the equivalent). Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions. 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 364  Plant Ecology
BIO 268  Marine Ecology
BIO 390  Seminar: Topics in Environmental Biology

Chemistry

CHM 108  Environmental Chemistry
CHM 346  Environmental Analytical Chemistry
GEO 301  Aqueous Geochemistry

Geosciences

GEO 101  Introduction to Earth Processes and History
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
GEO 301  Aqueous Geochemistry
GEO 309  Groundwater Geology
EGR 315  Ecohydrology

Physics and Engineering

EGR 100  Engineering for Everyone
EGR 312  Seminar: Atmospheric Processes
EGR 315  Ecohydrology

Social Sciences, Humanities and Policy

All minors must take one course in the social sciences, humanities and policy category.

ANT 230  Peoples and Cultures of Africa
ANT 236  Economy, Ecology and Society
ANT 241  Anthropology of Development
ECO 224  Environmental Economics
GOV 242  International Political Economy
GOV 254  Colloquium: Politics of the Global Environment
ENV 100 Environment and Sustainability: Notes from the Field
This one-credit lecture series introduces students to theory and practice in fields related to the environment and sustainability. Students gain insight into how their liberal arts education and skills in critical thinking and analysis apply to a variety of environmental issues and sustainability contexts. Speakers, including distinguished alumni, are 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. Credits: 1
Paul Wetzel
Offered Fall 2014

ENV 101 Environmental Integration I: Perspectives
This course examines how humans have changed Earth’s biosphere, atmosphere, hydrosphere and lithosphere, particularly over the last century, and the social, scientific and political challenges posed by these environmental alterations. We reflect on how differing worldviews have influenced our past actions and may determine our future trajectory. Readings and discussions examine scientific evidence, policies designed to improve the environment, and national and international responses to the environmental crises that confront humanity. Students investigate strategies for mitigating damage, conserving resources and restoring natural function of Earth systems. Enrollment limited to 60. [H][N][S] Credits: 4
Camille Washington-Ottombre
Offered Fall 2014

ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
Same as GEO 150. 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] Credits: 4
John Loveless
Offered Fall 2015

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 are drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys and interviews. Emphasis is on quantitative analysis. Environmental topics will vary in scale from the local to the global. Note: ENV 202 must be taken concurrently. Prerequisite: one semester of statistics. Recommended: ENV 101. Enrollment limited to 18. Q [N][S] Credits: 4
Ninian Stein, Fall 2014
Camille Washington-Ottombre, Spring 2015
Offered Fall 2014, Spring 2015

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. Q [N][S] Credits: 1
Ninian Stein, Fall 2014
Camille Washington-Ottombre, Spring 2015
Offered Fall 2014, Spring 2015

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] Credits: 4
Kat Jensen
Offered Spring 2015

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 contemporary 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 series of projects enable students to communicate an environmental issue of their own choosing to a diversity of audiences. ENV 101 and ENV 201/202 are strongly recommended. Enrollment limited to 25. [N][S] Credits: 4
Susan Sayre
Offered Fall 2014

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 for our local community. 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. [N][S] Credits: 4
L. David Smith, Fall 2014
Ninian Stein, Spring 2015
Offered Fall 2014, Spring 2015
ENV 321 Governing the Commons: A Seminar in Water Resources
This course investigates the management of water as a common pool resource. As concerns over water scarcity and quality increase, this course asks how we can manage this precious and endangered resource in an equitable and efficient way. We first explore common mental models of water as a public and private good, then move forward towards envisioning water related issues not only as problem of natural resources but also as a collective action situation. Students will investigate a water issue of their choice, study the collective action settings and institutions that govern the resource, and propose alternative management schemes. Enrollment limited to 15. (N)(S) Credits: 4
Camille Washington-Ottombre
Offered Fall 2014

ENV 400 Special Studies
Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors, and in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take this course. Credits: 1–4
Instructor: TBA
Offered Fall 2014, Spring 2015

Cross-Listed Courses
ECO 220 Introduction to Statistics and Econometrics
PHI 238 Environmental Ethics
SOC 201 Evaluating Information
GOV 241 International Politics
ECO 150 Introductory Microeconomics
PSY 201 Statistical Methods for Undergraduate Research
BIO 155 Biodiversity, Ecology and Conservation Laboratory
MTH 220 Introduction to Probability and Statistics
Advisers
Elizabeth V. Spelman, Professor of Philosophy, Director
Albert G. Mosley, Professor of Philosophy
""Susan Levin, Professor of Philosophy
""Jeffry Lee Ramsey, Associate Professor of Philosophy
Ernest Alleva, Lecturer of Philosophy

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

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

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

- ANT 255  Dying and Death
- 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 275  Topics in Moral Psychology
- PHI 304  Colloquium in Applied Ethics
- 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

The Minor
Advisers: Barbara Brehm-Curtis, James H. Johnson

The Department of Exercise and Sport Studies minor to provides 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, 230, 250, 340

Graduate Courses
Master of Science in Exercise and Sport Studies
Adviser: Lynn Oberbillig

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 14 credits of a practicum experience by serving as an assistant coach or trainer to an intercollegiate team.

Theory Courses
ESS 510 Biomechanics of Sport
ESS 515 Physiology of Exercise and Sport
ESS 550 Women in Sport
ESS 565 Skill Acquisition and Performance
ESS 570 Sport Psychology

Seminars and Applied Skills
ESS 500 Foundations of College Coaching
ESS 501 Seminar in Administration of Athletic Teams
ESS 502 Seminar in Philosophy and Ethics
ESS 503 Legal Issues in Sport
ESS 504 Collegiate Recruiting (1 cr)
ESS 507 Critical Thinking and Research in Coaching (1 cr)
ESS 520 Sport Leadership for Coaches
ESS 540 Microcomputers in ESS
ESS 555 Sports Nutrition
ESS 575 Sports Medicine

Coaching Practicum
ESS 505 Practical Foundations in Coaching (1st year)
ESS 506 Advanced Practicum in Coaching (2nd year)

Note: With the exception of ESS 500, 502, 505/6, 507, and special studies and theses credits, courses are offered on an alternate-year schedule. Additional information can be found in the Graduate and Special Programs section and at the following link: www.smith.edu/gradstudy/ess.php

A. Theory Courses

ESS 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. Credits: 4
Christina Moore
Offered Fall 2014
ESS 107 Emergency Care
The ultimate goal is to teach emergency medical care that will enable the student to (1) recognize symptoms of illness and/or injuries; (2) implement proper procedures; (3) administer appropriate care; (4) achieve and maintain proficiency in all skills; (5) be responsible and behave in a professional manner; (6) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 10. Credits: 2
Craig Collins
Offered Fall 2014, Spring 2015

ESS 110 Introduction to Sports Coaching
This course introduces students to the principles of coaching that are applicable to all sports. Content includes the following areas of sport science: pedagogy, leadership, psychology, biomechanics, physiology, growth and development and areas of health and wellness related to the well-being of athletes. This course will be of particular interest to education students or those intending to pursue a career in teaching as it prepares 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} Credits: 4
Members of the department
Offered Spring 2015

ESS 130 Stress Management
The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. Credits: 2
Jennifer Nardi, Fall 2014
Instructor: TBA, Spring 2015
Offered Fall 2014, Spring 2015

ESS 140 Health Behavior
The influence of behavior on health and well-being. Students examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. This course may not be taken for the S/U grading option. Enrollment limited to 40. Credits: 4
Karen Riska
Offered Fall 2014

ESS 150 Applied Exercise Science
An experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. Credits: 2
Karen Riska
Offered Interterm 2015

ESS 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 are 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] Credits: 4
Instructor: TBA
Offered Interterm 2015

ESS 210 Kinesiology
A course in applied anatomy and biomechanics. Students learn basic structural anatomy as well as the application of mechanics to human movement. Special emphasis is given to the qualitative analysis of human movement. This is an important course for any student who intends to study physical therapy or personal training. {N} Credits: 4
Karen Riska
Offered Spring 2015

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 biological sciences. Enrollment limited to 20. {N} Credits: 4
James Johnson, Carolyn Gross
Offered Fall 2014

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 100 is recommended but is not a prerequisite. {S} Credits: 4
Timothy Bacon
Offered Spring 2015

ESS 225 Education Through the Physical: Youth Sports
This course explores how youth sports impacts the health, education, and well-being of children. Class components 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} Credits: 4
Instructor: TBA
Not Offered This Academic Year

ESS 230 Body Images and Sport Media
An exploration of sporting images as projected through the media with primary emphasis on print and electronic journalism—to include written narratives, photography, television, film and digital images. The course examines the (re) presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic includes issues on embodiment, cultural symbolism, political and moral ideologies, as well as commercialization. {S} Credits: 4
Instructor: TBA
Offered Spring 2015

ESS 250 Nutrition and Health
An introduction to the science of human nutrition. We 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 examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health is explored throughout this course. Special topics include diet and physical fitness, weight control, vegetarianism and women’s nutrition concerns. High school chemistry recommended but not required. Credits: 4
Barbara Brehm-Curtis
Offered Spring 2015

ESS 275 Exercise Design
This course explains how to plan and implement exercise training programs for adults. Students learn applied anatomy, exercise physiology, motivational tools,
behavior change, applied biomechanics, and how to measure and evaluate fitness variables. During this highly experiential course students learn to design and operate individualized programs. Students who successfully complete this course will be prepared to complete the American College of Sports Medicine’s personal training certification. Enrollment limited to 16. Prerequisites: ESS 100 or 175 is recommended. Credits: 4

James Johnson
Offered Spring 2015

ESS 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 over-training, 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. [S] Credits: 4

James Johnson, Grady Congleton
Offered Fall 2014

ESS 300 Topics in Sport Studies
What Makes the Perfect Athlete: Nature vs. Nurture
This seminar focuses on the question of nature versus nurture underlying sport performance. We examine what genes or mutations within these genes may allow one to be faster, stronger or run longer. The range of topics chosen for study will reflect student’s interests and academic expertise. Topics include: 10,000 hours of practice vs. lucky draw of the gene pool; birth month and professional hockey and soccer players; drawing conclusions about sport-specific genes from scientific studies; advantages and disadvantages of testing young athletes for “sport” genes; and building the perfect athlete. [H] [L] [S] Credits: 4

Karen Riska
Offered Spring 2015

ESS 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] Credits: 4

Barbara Brebm-Curtis
Offered Spring 2015

ESS 400 Special Studies
Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

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] Credits: 4

Leslie Jaffe
Offered Spring 2015

B. Graduate Courses

ESS 500 Foundations of College Coaching
An introduction to the principles of successful coaching at a U.S. college. This course introduces students to the basics of coaching, covering a variety of subjects including coaching philosophy, principles of teaching; physical training, motion analysis; management and administration of teams; NCAA regulations; and recruiting. This is an introductory course that orients the student to the basics of coaching. It prepares the student for more in-depth courses in such areas as biomechanics, exercise physiology and motor learning. Students who complete this course also receive ASEP accreditation. Credits: 2

Timothy Bacon
Offered Fall 2014

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

Lynn Oberbillig
Offered Fall 2015

ESS 502 Philosophy and Ethics
This course introduces 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 examines beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. Credits: 2

Karen Klinger
Offered Fall 2014

ESS 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 provide the platform for discussion. Credits: 2

Kathleen Bentley
Offered Spring 2015

ESS 504 Collegiate Recruiting Class
This course provides an in depth exploration of the recruiting process across all three divisions of the NCAA. We explore the entire recruiting process including identifying prospects, understanding your product, creating a brand, networking with allies, developing a recruiting strategy, recruiting through social media, understanding NCAA recruiting rules, generating strong communication with recruits and parents, attracting recruits from diverse backgrounds, implementing creative on-campus visits, managing a recruiting budget and exploring recruiting software programs. This course is designed to help each student craft the beginning stages of their recruiting philosophy and to create an overall understanding of the process. 1cr for second year graduate students. Credits: 1

Lynn Hersey
Offered Spring 2015

ESS 505D Practical Foundations of Coaching
Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids. Credits: 3 per semester: 6 for yearlong course

Jacqueline Blei, Bonnie May
Offered Fall 2014, Spring 2015
ESS 506D Advanced Practicum in Coaching
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 506D. This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Jacqueline Blei, Bonnie May
Offered Fall 2014, Spring 2015

ESS 507 Critical Thinking and Research in Coaching
A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. Credits: 1
Karen Riska
Offered Fall 2014

ESS 510 Biomechanics of Sport
Emphasis on the concepts of biomechanics as applied to sport. Biomechanics of the human body is also covered. (N) Credits: 4
James Johnson
Offered Spring 2016

ESS 515 Physiology of Exercise and Sport
An advanced course in the energetics of participation in various sports. This course emphasizes 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) Credits: 4
James Johnson
Offered Spring 2015

ESS 520 Seminar in Sport Leadership for Coaches
This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students are exposed to alternative perspectives of leadership including some contemporary collaborative models. Students will build a personal model and philosophy of leadership that they can put to immediate use in their coaching. (E) Credits: 2
Timothy Bacon
Offered Spring 2015

ESS 550 Women in Sport
A course documenting the role of women in sport as parallel and complementary to women’s role 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) Credits: 4
Diana Schwartz
Offered Spring 2015

ESS 555 Sports Nutrition
The purpose of this course is to provide students with a basic understanding of the relationships among nutrition, health, and athletic performance. Students in this course will apply basic nutrition science information to sports training and competition. This course will focus extensively on what coaches and athletes need to know about nutrition for optimal performance. Credits: 2
Barbara Brehm-Cartis
Offered Spring 2016

ESS 556 Seminar in Skill Acquisitions
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effect processes. Independent research required. (N) Credits: 4
Karen Riska, Timothy Bacon, Lynn Oberbillig
Offered Fall 2014

ESS 570 Sport Psychology
An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior, motivation, perception, and self-beliefs. Leadership and group dynamics will also be covered. Case studies will be used to facilitate operationalizing theory. Credits: 4
Instructor: TBA
Offered Spring 2016

ESS 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) Credits: 2
Kelli Steele
Offered Fall 2014

ESS 580 Special Studies
Coaching issues, exercise science, and sociocultural aspects of sport or other approved topics. Hours scheduled individually. Optional for graduate students. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

ESS 590 Thesis
Credits: 4
Instructor: TBA
Offered Fall 2014, Spring 2015

ESS 590D Thesis
This is a full-year course. Credits: 2 OR 4
Instructor: TBA
Offered Fall 2014, Spring 2015

C. 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.

ESS 901 Aquatic Activities
Sectioned course.

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. Credits: 1
Instructor: TBA, Fall 2014
Milana Socha, Spring 2015
Offered Fall 2014, Spring 2015

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. Credits: 1

**Craig Collins, Fall 2014**

**Lillian Patterson, Spring 2015**

**Offered Fall 2014, Spring 2015**

**Intermediate Swimming**

This course focuses on improving swimming techniques in all four strokes and introducing the use of the pool as a fitness medium in preparation for swim conditioning. Enrollment limited to 18. Credits: 1

**Craig Collins**

**Offered Fall 2014**

**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. Credits: 1

**Craig Collins**

**Offered Fall 2014, Spring 2015**

**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. Credits: 1

**Kim Bierwert**

**Offered Fall 2014, Spring 2015**

**SCUBA Diving**

The use and care of equipment, physiology and techniques of SCUBA diving. Students must supply their own mask, fins and snorkel, which maybe 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. Credits: 1

**David Stillman**

**Offered Fall 2014, Spring 2015**

**ESS 905 Water Safety**

Sectioned course.

**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-pound brick from 8-foot depth. Enrollment limited to 10. Credits: 2

**Craig Collins**

**Offered Spring 2015**

**ESS 920 Fencing**

Sectioned course.

**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. Credits: 1

**Jacqueline Blet**

**Offered Fall 2014, Spring 2015**

**Fencing II**

Building on skills learned in Fencing I (Foil) epee and sabre and the differences between each style will be taught. The class covers footwork, positions, offense, defense, and tactics particular to each weapon. It incorporates dynamic stretching and plyometric training to improve students’ fitness with emphasis on partner drills and bouting, leading to in-class tournaments. Students 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. Credits: 1

**Scott Tundermann**

**Offered Spring 2015**

**ESS 925 Golf**

Sectioned course.

**Golf I—Beginner**

An introduction to the game of golf. Taught from “green to tee,” this course teaches the basic mechanics of the swing as well as correct club selection. The initial focus of the course is directed to the “short game” and develops toward appropriate use of mid-, and long irons, concluding with woods/metals. Applied rules of golf and etiquette are also addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Enrollment limited to 10 per section. Credits: 1

**Kelly O’Connell, Fall 2014**

**Frances Vandermeer, Spring 2015**

**Offered Fall 2014, Spring 2015**

**ESS 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. Credits: 1

**Amanda Duffy, Elizabeth Jacobson, Lori Quinlan, Suzanne Payne, Fall 2014**

**Suzanne Payne, Spring 2015**

**Offered Fall 2014, Spring 2015**

**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. Credits: 1

**Offered Fall 2014, Spring 2015**

**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. Credits: 1

**Offered Fall 2014, Spring 2015**

**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. Credits: 1

**Offered Fall 2014, Spring 2015**

**ESS 940 Outdoor Skills**

Sectioned course.

**Wilderness Skills**

This course teaches students the fundamentals of wilderness skills, outdoor living and travel. This includes, but is not limited to, principles of orienteering and navigation, back country camp craft, shelter building, travel techniques in different regions and conditions, low-impact camping theories, fire building and various primitive skills. It emphasizes traveling light-weight while practicing leave no trace (LNT) principles. Credits: 1

**Scott Johnson**

**Offered Fall 2014**
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 back country travel. Enrollment limited to 10. Credits: 1
Katrina O’Brien
Offered Fall 2014

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 may be introduced to nordic skiing, snowshoeing, ice climbing, caving, snow shelter building, winter canoeing and kayaking, and the essentials of backcountry travel in the cold. This course meets the first seven weeks of the semester. Enrollment limited to 10. Credits: 1
Katrina O’Brien
Offered Spring 2015

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. Enrollment limited to 10. Credits: 1
Katrina O’Brien
Offered Fall 2014

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. Credits: 1
Katrina O’Brien
Offered Spring 2015

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. This class meets the last six weeks of the semester. Enrollment limited to 10. Credits: 1
Katrina O’Brien, Scott Johnson
Offered Fall 2014

Rock Climbing I

This course introduces the fundamentals of rock climbing to the beginner. It emphasizes smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building is also covered. Safety issues are a strong emphasis in this course. The majority of class time is spent on the Ainsworth Gym climbing wall, but will also include two off-campus trips. Enrollment limited to 12. Credits: 1
Scott Johnson
Offered Fall 2014, Spring 2015

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 takes place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Enrollment limited to 8. Credits: 1
Scott Johnson
Offered Fall 2014

ESS 945 Physical Conditioning

Sectioned course.

Fitness Sampler

A complete fitness course composed of a wide variety of aerobic and anaerobic activities. Upon completion of this course, students should possess the skills and knowledge to design their own fitness program. Strong emphasis on multiple forms of activity and adjusted to individual needs. Enrollment limited to 14. Credits: 1
Instructor: TBA, Fall 2014
Instructor: TBA, Interterm 2015
Jacqueline Ward, Instructor: TBA, Spring 2015
Offered Fall 2014, Interterm 2015, Spring 2015

Aerobics

Exercise to music. Various exercise styles are introduced. This class also covers 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. Credits: 1
Roachie Peri
Offered Fall 2014, Spring 2015

Functional Resistance Training

This course provides an introduction to various methods of resistance training. The focus of this class is functional strength training. Students 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. Credits: 1
Jaime Ginsberg
Offered Fall 2014

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. Individualized training programs are developed and administered. Enrollment limited to 12. Credits: 1
Jaime Ginsberg
Offered Spring 2015

Hydro Fitness

Hydro fitness is a full-body conditioning course using water as the primary medium for exercise. This course incorporates exercises designed to improve students’ aerobic and anaerobic capacities through activities performed in the water. These activities include cardiovascular flexibility, resistance training, injury prevention, and rehabilitation exercises. This course benefits individuals suffering from joint pain associated with the ankle, knee, hip, and back. This is not a swimming class, but comfort in both deep and shallow water is required. (E) Credits: 1
Carolyn Gross, Milana Socba
Offered Spring 2015

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. Credits: 1
Carla Coffey, Fall 2014
Drew Hargrave, Spring 2015
Offered Fall 2014, Spring 2015

Running Workshop

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each
class includes a running workout and running workshop. Students are introduced to different types of workouts and the rationale behind them (such as intervals, fartleks, tempos, and plyometrics), and students learn how to adjust these workouts to meet their individual fitness needs. Workshop topics include form and technique, goal setting, stretching, strengthening, using heart rate monitors, injury prevention, nutrition, workout periodization, and many others. The course will culminate in a field trip to race in a local 5k. Credits: 1

Lillian Patterson
Offered Fall 2014

Kickboxing I
This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fiitness 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. Credits: 1

Judy Messer
Offered Fall 2014, Spring 2015

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. Credits: 1

Judy Messer
Offered Spring 2015

Pilates Mat Training I
A course designed to teach the mat exercises of Joseph Pilates. These exercises increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course the student will be able to develop and maintain their own Pilates matwork program. Enrollment limited to 25. Credits: 1

Jean Hoffman, Rosalie Peri, Fall 2014
Jean Hoffman, Rosalie Peri, Spring 2015
Offered Fall 2014, Spring 2015

ESS 950 Sculling
An introduction to sculling techniques. A variety of boats are used to teach this great lifetime sport including singles and doubles. Classes will be taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming rates. Enrollment limited to 10 per section. Credits: 1

Instructor: TBA
Offered Spring 2015

ESS 955 Self Defense
Sectioned course.

Self Defense I
This course offers strategies for personal safety and confident communication skills. Nonverbal, verbal and physical techniques are emphasized. Enrollment limited to 20. Credits: 1

Nancy Rothenberg
Offered Fall 2014, Spring 2015

Tai Chi I
Twenty-four posture Tai chi, a standardized form from mainland China. Prerequisite: Tai chi I or permission of the instructor. Enrollment limited to 26 per section. Credits: 1

Richard Cesario
Offered Fall 2014

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. Credits: 1

Nancy Rothenberg
Offered Fall 2014, Spring 2015

Tai Chi II
An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis is 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. Credits: 1

Richard Cesario
Offered Spring 2015

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. Credits: 1

Richard Cesario
Offered Spring 2015

ESS 960 Raquette Sports
Sectioned course.

Badminton
The development of badminton skills, strokes and strategy. Students learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course will meet first 8 weeks of the semester. Credits: 1

Jacqueline Blei
Offered Spring 2015

British Racquetball
British Racketball is similar to squash played with a racquetball racquet and slow-bouncing British racketball on a standard sized squash court. British racketball is the easiest of the racquet sports to learn and is an ideal introduction for those with minimal experience in racquet sports. Students are encouraged to register for the ESS squash, tennis, and badminton classes following completion of this course. Nonmarking shoes suitable for squash are mandatory. Enrollment limited to 16. Credits: 1

Dorothy Steele
Offered Fall 2014

Squash I
This high-speed racket class starts off with British racquetball to introduce students to four-wall play with a shorter racket and a larger ball. We then move to high-quality regulation squash equipment. Squash is a great aerobic activity that also focuses on balance, agility and eye-hand coordination. Nonmarking shoes suitable for squash are mandatory. (Beginner). Enrollment limited to 10. Credits: 1

Dorothy Steele
Offered Spring 2015

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. Credits: 1

Dorothy Steele
Offered Fall 2014, Spring 2015
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. Emphasis is 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.

Credits: 1
Christine Davis
Offered Fall 2014, Spring 2015

ESS 975 Yoga
Sectioned course.

Hatha 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 per section. Credits: 1
Lynne Paterson
Offered Spring 2015

Yoga I
An introduction to basic yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility, and benefit the mind/body connection. Credits: 1
Elizabeth Thompson, Jo Schneiderman, Lynne Paterson, Fall 2014
Elizabeth Thompson, Jo Schneiderman, Spring 2015
Offered Fall 2014, Spring 2015

Hatha Yoga II
Continuing level of 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, provides a vehicle for deeper exploration of yoga practice and philosophy. Prerequisite: Yoga I. Enrollment limited to 26. Credits: 1
Lynne Paterson
Offered Spring 2015

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.
Film Studies

Professor
Alexandra Keller, Ph.D., Director

Assistant Professor
Bernadine Adella Mellis, M.F.A. (Five College Visiting Artist of Film and Video Production)

Mendenhall Fellow
Lokeilani Kaimana, M.A.

Advisers
Anna Botta, Professor of Italian Language and Literature and of Comparative Literature
Dawn Fulton, Professor of French Studies
Alexandra Keller, Professor of Film Studies
Barbara A. Kellum, Professor of Art
Daniel Elihu Kramer, Associate Professor of Theatre
Richard Millington, Professor of English Language and Literature
Fraser Stables, Associate Professor of Art
Frazer Ward, Associate Professor of Art
Joel P. Westerdale, Associate Professor of German Studies

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 nonindustrial venues.

The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

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

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.

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

Honors
Director: Alexandra Keller

FLS 430D Honors Project
A thesis on a film studies topic, or a creative project. Full-year course.
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

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

FLS 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) are 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] Credits: 4
Instructor: TBA
Offered Fall 2014

FLS 241 Genre/Period
The Western and American Identity After World War II
This class examines the relation of perhaps the defining American film genre to questions of both American cinema and American identity. How do Westerns reflect and symptomatic of vital issues in United States history and culture? How does the genre help shape and define how Americans think of themselves? How did the genre change over the post-war period, and what does this tell us about the changing needs, ideas and ideologies of both American filmmaking and the United States itself? We will consider the classical films of John Ford.
and the revisionist work of Sam Peckinpah and Robert Altman, as well as other canonical Westerns, considering the way they were used to think through historical and cultural events like the Red Scare, civil rights and the development of a more robust gay public sphere. We will also consider more recent developments and changes in the genre as produced by Reagan’s tenure as the Cowboy President (including U.S. foreign policy in Latin America) and, currently, shifts in the genre effected by digital technology and the age of new media. (A) Credits: 4

Alexandra Mellis
Offered Fall 2014

Global Cinema After World War II

This class examines national film movements after the Second World War. The post-war period was a time of increasing globalization, which brought about a more interconnected and international film culture. But it was also a time during which certain key national cinemas defined, or redefined, themselves. This course examines both trends, as well as focuses on the work and influence of significant directors and landmark films, emphasizing not only cinematic and cultural specificity, but also cross-cultural, and transhistorical concerns. What makes a film Italian or Brazilian or British? How does national identity help shape any country’s cinema, and how do films help shape national identity? How do films circulate through other cultures and what kinds of conversations do films from one nation or culture have with others? How and when is the idea of nation a counterproductive way to think about cinema? How do ideas of history and self inform cinema, and vice versa? How do we need to adjust our own spectatorship as we engage in films from other places and times? (A) Credits: 4

Alexandra Keller
Offered Spring 2015

Screwball Comedy

Classic screwball comedies were produced in a 10-year period from Capra’s It Happened One Night (1934) to Sturges’ Miracle at Morgan’s Creek (1944). The class will screen 20 films from these years, although it will include a few later films. Billy Wilder’s Some Like It Hot (1959), Mann’s Lover Come Back (1961) and the Coen Brothers’ Intolerable Cruelty (2003). We will examine the genre in its historical context and examine elements of the system studies, writers, producers, clothes and set designers, actors that produced this astonishingly witty and short-lived film genre. (A) Credits: 4

Margaret Bruzelius
Offered Spring 2015

FLS 280 Introduction to 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 introduces 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 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. (A) Credits: 4

Bernadine Mellis
Offered Spring 2015

FLS 282 Advanced Projects in Video Production

In this class, we 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. Students may choose to work in documentary, fiction or experimental modes, or some combination thereof. We will watch films each week, short and feature length, that introduce us to new ideas both in their content and in their form. Come to the first class with your idea in hand; we will hit the ground running with proposal and/or script writing the first week. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 10. (A) Credits: 4

Bernadine Mellis
Offered Fall 2014

FLS 330 Authorship and Women of Color Filmmakers

This seminar focuses on recent work in film and media by women of color. We question the power of authorship in the context of U.S.-American citizenship and identity. How do women of color, in particular, demonstrate hyphenated citizenship amid the transnational cultural narrative of the USA? What are the representational limits? What is at stake for audiences, for community groups, and for social justice movements? We ground our methods in woman-of-color feminism using readings from Methodology of the Oppressed and Frame Framed; and, we pay attention to the shifting discourse of authorship and auteur theory in film and media history. Together, we ask how authorship becomes a critical lens through which to engage work by women of color in the United States, and we’ll explore instances of U.S.-American authorship that moves beyond national borders. In this seminar, we engage the work of Julie Dash, Lourdes Portillo, Trinh T. Minh-ha, and others. Prerequisite: FLS 150. Permission of instructor required. (E) (A) Credits: 4

Lokelani Kaimana
Offered Spring 2015

FLS 351 Film Theory

This upper-level seminar explores central currents in film theory. Among the ideas, movements and concepts we examine are formalist, realist, structuralist, psychoanalytic, feminist, and poststructuralist theories, as well as auteur, genre, queer and cultural studies approaches to questions regarding the nature, function and possibilities of cinema. We also consider how new media and new media theories relate to our experience in film and film theory. We understand film theory readings through the sociocultural context in which they were and are developed. We also are 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 emphasize written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, DeLauretis, Doty, Hall, Cahiers du Cinema, the Dogme Collective, Manovich, etc.), but also look at instantiations of film theory that are themselves acts of cinema (Man with a Movie Camera, Rock Hudson’s Home Movies, The Meeting of Two Queens). The course is designed as an advanced introduction and assumes no exposure to film theory. Fulfills 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) Credits: 4

Alexandra Keller
Offered Spring 2015

FLS 400 Special Studies

Admission by permission of the program. Credits: 1 to 4

Instructor: TBD
Offered Fall 2014, Spring 2015

FLS 430D Honors Project

A thesis on a film studies topic or a creative project. Full-year course. Credits: 4 per semester, 8 for yearlong course

Alexandra Keller
Offered Fall 2014, Spring 2015
Cross-Listed Courses

**AMS 100 Ideas in American Studies**
On the Media
Members of the department
Offered Fall 2014

**CLT 266 Studies in South African Literature and Film**
Adapting Violence to the Screen in South African Film
Katirewa Mule
Offered Spring 2015

**EAS 217 Korean Popular Culture: Translating Tradition Into Pop Culture**
Jina Kim
Offered Fall 2014

**FRN 252 French Cinema**
Cities of Light: Urban Spaces in Francophone Film
Dawn Fulton
Offered Fall 2014

**FYS 119 Performance and Film Criticism**
Kyriaki Gounaridou
Offered Fall 2014

**FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema**
Anna Botta
Offered Fall 2014

**GER 300 Topics in German Culture and Society**
Vom Krieg zum Konsens: German Film Since 1945
Joel Westerdale
Offered Spring 2015

**GER 350 Seminar: Language and the German Media**
Judith Keyler-Mayer
Offered Fall 2014

**THE 261 Writing for the Theatre**
Andrea Hairston, Fall 2014
Leonard Berkman, Spring 2015
Offered Fall 2014, Spring 2015

**THE 361**
Screenwriting
Andrea Hairston
Offered Spring 2015

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First-Year Seminars

Alice L. Hearst, Professor of Government, Director

First-Year Seminars are interdisciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem. First-Year Seminars are writing intensive and 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 (normally 16 students) and are restricted to first-year students. They incorporate the development of intellectual capacities that form the foundation of a successful liberal arts education. In addition to focusing on writing, the seminars help students develop some or all of the following skills: critical thinking, speaking, research and working independently and collaboratively. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

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. {H} {WI} Credits: 4

Samuel Ruhmkorff
Offered Fall 2014

FYS 107 Women of the Odyssey
Homer’s Odyssey presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. We begin with a careful reading of the Odyssey, then study the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-year students. {L} {WI} Credits: 4

Justina Gregory
Offered Fall 2014

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 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. This course counts toward the study of women and gender major. Enrollment limited to 16 first-year students. {S} {WI} Credits: 4

Elisabeth Armstrong
Offered Fall 2014

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. {S} {WI} Credits: 4

Sara Pruss
Offered Fall 2014

FYS 115 Reading the Civil War
In Faulkner’s Flag in the Dust the son of a Confederate cavalry officer listens to one of his father’s old troopers describe a memorable raid, and at the end asks what it was all about. Comes the answer: Damned if I know. This course interrogates the spectacularly different replies that question has drawn over the years. We will examine the rhetoric with which the Civil War has been defined in both the documents of the time and in later works of memory. We will read fiction, poetry, speeches, diaries, letters, memoirs and war-reporting; look at period photographs, later monuments and such films as Glory. Works by Stowe, Bierce, Chesnutt, Douglass, Grant, Shaara and others; readings in such historians as Foote, Foner and Faust. This course counts toward the English major. Enrollment limited to 16 first-year students. {H} {L} {WI} Credits: 4

Michael Gorra
Offered Fall 2014

FYS 117 The Bible and the Public Square
We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. {H} {L} {WI} Credits: 4

Joel Kaminsky
Offered Fall 2014

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 explores different critical perspectives, such as psychoanalytic, feminist, political and intercultural approaches. The students will attend live performances and film and video screenings, and will write their own reviews and critical responses. Seminar discussions and student presentations will be complemented by visits and conversations with invited critics and artists. This course counts toward the theatre major. Enrollment limited to 16 first-year students. {A} {L} {WI} Credits: 4

Kyriaki Gounaris
Offered Fall 2014
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 deinstitutionalization of 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 socioeconomic change and public policy, this seminar explores 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 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. (H) [S] [W] Credits: 4
Tom Riddell
Offered Fall 2014

FYS 122 Eden and Other Gardens
“We are . . . Caught in a devil’s bargain/ And we’ve got to get ourselves/ Back to the garden” (“Woodstock,” 1969). Why is the ideal human existence so persistently imagined as life in an enclosed garden? Along with plants, gardens have long hosted nostalgic yearnings, epiphanies and visions, seductions, healing and dramatic increases in knowledge. This seminar explores the changing meanings over time of gardens both textual and real, including botanic gardens and the college campus as academic garden. Weekly writing, an oral presentation and a self-designed research project analyzing the history, design, plantings and cultural meanings of a campus or local garden. Enrollment limit of 16 students. (L) [W] Credits: 4
Nancy Bradbury
Offered Fall 2014

FYS 126 Literature of the Fantastic: Dystopian Worlds
Whether it’s a seemingly familiar England, where children are being raised for their organs (Never Let Me Go), or Panem (The Hunger Games), where children fight to the death, dystopian fantasies provide a window into our world. These dystopias break down categories we usually visualize as discrete: humans become sources of organs or food; androids seem human; and colors and music cease to be categories at all. But in all of the books we look at, however uncanny, the traumatic secrets at the center of the dystopia lay bare what it means to be a human being. Enrollment limit of 16 first-year students. (L) [W] Credits: 4
Gillian Kendall
Offered Fall 2014

FYS 128 Ghosts
This course explores what Toni Morrison in Beloved calls “the living activity of the dead:” their ambitions, their desires, their effects. Often returning as figures of memory or history, ghosts raise troubling questions as to what it is they, or we, have to learn. We shall survey a variety of phantasmagorical representations in poems, short stories, novels, films, spiritualist and scientific treatises, and spirit photography. This course counts towards the English major. Enrollment limited to 16 first-year students. (L) [W] Credits: 4
Cornelia Pearsall
Offered Fall 2014

FYS 130 Lions: Science and Science Fiction
This seminar explores lions from many perspectives. We look at how lions are viewed by artists, scientists, science fiction writers, directors of documentary films and movie producers. We 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, C.J Cherryh, J Crowley, G Schallar and others. Enrollment limited to 16 first year-students. (N) [W] Credits: 4
Virginia Hayssen
Offered Fall 2014

FYS 131 Opera: The Book and the Music (Saints and Spitfires)
This seminar focuses on three literary texts—Shakespeare’s Otello, Prevost’s Manon Lescaut, and Merimee’s Carmen—and their “translations” into opera—Verdi’s Otello, Puccini’s Manon Lescaut, and Bizet’s Carmen. The chosen texts give us three radically different women—the saintly Desdemona, a “maiden never bold;” Manon, the young coquette who bargains for more than she realizes; and Carmen, the feisty spitfire who gets what she wants, but at a terrible price. Both the text and the libretto will provide opportunities to consider issues of race and gender, cultural construction and imposition of identities, and politics of various stripes. No prerequisites. Enrollment limited to 16 first-year students. (E) [A] [L] [W] Credits: 4
Robert Hosmer
Offered Fall 2014

FYS 133 Reading the Landscape
A course in reading and writing about landscape, focusing on essays, poems and personal narratives that raise issues of how we see or fail to see the natural world. Attention to issues of ecology, sustainability, wilderness, preservation of habitat and species, agriculture, climate change and design. Emphasis on how writers conceptualize and shape, rather than merely react to, their environments. Analytical and creative writing in response to works by Edward Abbey, Wendell Berry, Annie Dillard, John McPhee, Henry David Thoreau, Mary Oliver, Gary Snyder, Bill McKibben and others. Field trips and journal-keeping will be included. Enrollment limited to 16 first-year students. (L) [W] Credits: 4
Dean Flower
Offered Fall 2014

FYS 136 Moth to Cloth
For thousands of years producing cloth has been one of the major occupations of women, a vital part of every economy, a promoter of technological development, a signifier of status and power, and a primary expression of identity and social connection. Literally and metaphorically, cloth spans nearly every branch of scholarship—anthropology, archaeology, art, biology and botany, classics, chemistry, dance, economics, engineering, history, linguistics, literatures, mathematics, physics, psychology, religion, sociology, theatre, urban studies, women and gender studies. In this course we examine the components of cloth—fiber, yarn, construction, finish—through group and individual projects, situate them in history and culture (and the curriculum), and create a website that will be a resource for scholars everywhere. Enrollment limited to 16 first-year students. (E) [A] [N] [W] Credits: 4
Catherine Smith, Marjorie Senechal
Offered Fall 2014

FYS 138 Contemporary Dance: A Critical, Physical and Aesthetic Inquiry
This course introduces students to some of the aesthetics and practices of contemporary dance in the United States. We examine a wide range of dance forms including ballet, modern and post-modern dance, hip-hop and ballroom. Through the study of some of the major choreographers and dance writers in America, the class addresses the diverse aesthetics that these artists represent and the cultural importance of dance in contemporary society. Enrollment limited to 16 first-year students. (E) [A] [W] Credits: 4
Chris Aiken
Offered Fall 2014
FYS 139 Wisdom of the Sages
Do you seek insight into life’s ultimate questions? Then ask a sage. In nearly every culture throughout history, the figure of the sage has inspired fascination, reverence and even fear. People flock to gurus and savants, medicine men and medicine women, for advice. But what special wisdom does the sage possess? What makes a sage a sage? In this writing-intensive course, we encounter sages in many guises: Socrates and his mystic teacher, Diotima; swamis and master yogis of the Himalayas; a Roman philosopher-emporer, West African shamans. Our goal is to learn both about and from sages, while exercising critical thinking and writing skills. Along the way, we may even answer some perennial questions of human existence. Enrollment limited to 16 first-year students. (E) {L} [WI] Credits: 4
Carrie Mowbray
Offered Fall 2014

FYS 141 Reading, Writing, and Placemaking: Landscape Studies
Landscape studies is the interdisciplinary consideration of how we view, define, and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes, and so do politicians, builders, hunters, children, artists, and writers, among others. In this course, we examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course includes some landscape history and theory, visits by people who study landscape from nonliterary angles, and the discovery of how landscape works in texts in transforming and surprising ways. Enrollment limited to 16 first-year students. {L} {WI} Credits: 4
Ann Leone
Offered Fall 2014

FYS 142 Reacting to the Past
Reacting to the Past is an interdisciplinary, historical role-playing course, consisting, typically, of two or three games from a list of about 20 games now in use. Students read from elaborate game books that 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 postmortem 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: http://www.youtube.com/watch?v=U0qSnPHQoUQ {H} [WI] Credits: 4
John Colby, Joshua Birk, William Gram, Richard Sterry; Fall 2014
Offered Fall 2014

FYS 148 Migration Stories: Border-Crossing and Becoming in African-American Literature
This course explores how histories of migration have shaped the formation of black cultures and identities. African American culture and identities have always been produced in the crucible of migration, both forced and voluntary. Black people and black cultures have always been on the move, and have always been in the process of formation and reformation. African peoples arrived in the “New World” as captives of the transatlantic slave trade. This historical event was devastating, yet it was also an occasion for new cultures and identities to be formed. Migration has compelled black peoples to refashion themselves, transform their environments and make their mark on the art and cultures of their new societies. Among the topics covered will be: the transatlantic and domestic slave trades, fugitivity, the Great Migration from the South, the post–Civil Rights era “reverse migration,” and more recent immigrations by people from the Caribbean and Africa. We use literature, history, music and film to ask how these stories help us understand the intricacies of this rich history. Enrollment limited to 16 first-year students. {L} {WI} Daphne Lamolibe
Offered Fall 2014

FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema
This course engages the world of popular Indian cinema, Bollywood and beyond. We integrate scholarly articles on the subject, lectures, in-depth discussions, and of course, film screenings to explore the history and political economy of India and South Asia. Students analyze how this vital cultural form deals with the politics of gender, class, caste, religion and Indian nationalism. Our discussions simultaneously focus on the role of globalization, migration and the cultural significance of Indian characters on international media; for example, Raj in the popular American sit-com The Big Bang Theory. Students are expected to engage with the readings, bring their reflections and actively participate in class discussions. Enrollment limited to 16 first-year students. {E} {WI} Credits: 4
Payal Banerjee
Offered Fall 2014

FYS 159 What’s in a Recipe?
What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story or to resist assimilation? Does a recipe bolster or undermine national cooking? This seminar looks at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading informs our writing as we try to establish such connections as the politics of the traveling tomato, the overuse of corn and other indigenous crops of the Americas. How to read, write, construct and deconstruct a recipe informs our collective work in this class. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. {L} {WI} Credits: 4
Nancy Sternbach
Offered Fall 2014

FYS 165 Childhood in African Literature
A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga’s Nervous Conditions, Zoe Wicomb’s You Can’t Get Lost in Cape Town, Ngugi wa Thiong'o’s Weep Not Child, and Tahir Ben Jelloun’s The Sand Child. This course counts toward the comparative literature major. Enrollment limited to 16 first-year students. {L} {WI} Credits: 4
Katwiwa Mule
Offered Fall 2014
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 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. This course counts toward the comparative literature, English and medieval studies majors. Enrollment limited to 16 first-year students. {L}\{WI\} Credits: 4
*Craig Davis*
Offered Fall 2014

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
Examining Italian cinema from neorealism to today, this course will investigate how major directors have negotiated two apparently independent postwar traditions: the aesthetic of realism (which purports to show Italian society and landscape without embellishments) and that search for beauty and style which has historically characterized Italian civilization and become its trademark in today’s global culture (Made in Italy). We will be studying the Italian pinups of postwar cinema, the Latin lower figure, representations of Fascism, the Bel Paese myth, portraits of the lower classes and the immigrants. Directors include Amelio, Antonioni, Bertolucci, De Santis, De Sica, Germi, Moretti, Ozpetek, Pasolini, Visconti. Conducted in English. Films with English subtitles. This course counts toward the film studies and Italian studies majors. Enrollment limited to 16 first-year students. {A}\{L}\{WI\} Credits: 4
*Anna Botta*
Offered Fall 2014

FYS 186 Israel: Texts and Contexts
What is the role of the writer in the construction of a nation’s founding myths and interpretation of its present realities? Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution. Focuses on efforts to negotiate tensions between sacred and secular; exile and homeland; language and identity; Arab and Jew; and Israel’s self-definition as a democratic and Jewish state. Reading of fiction and poetry complemented by discussion of historical documents, popular culture, and landscape. Intended for students with an interest in the relationship between literature and politics. This course counts toward the comparative literature and Jewish studies majors and the Middle East studies minor. Enrollment limited to 16 first-year students. {L}\{WI\} Credits: 4
*Justin Cammy*
Offered Fall 2014

FYS 197 On Display: Museums, Collections and Exhibitions
Why do people collect things and what do they collect? Members of this seminar explores 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 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. {A}\{H}\{WI\} Credits: 4
*Barbara Kellum*
Offered Fall 2014
French Studies

Professors
Ann Leone, Ph.D. (Professor of French Studies and Landscape Studies)
Janie M. Vanpée, Ph.D. (Professor of French Studies and Comparative Literature)

"Eglal Doss-Quinby, Ph.D.
"Martine Gantrel-Ford, Agrégée de l’Université, Docteur en Littérature Française
"Jonathan Keith Gosnell, Ph.D.
Hélène Visentin, D.E.A., Docteur de l’Université, Chair

Assistant Professor
Mehammed Mack, Ph.D.

Lecturers
Christiane Métral, M.A.
Carolyn Shread, Ph.D.

Visiting Lecturer from the École Normale Supérieure in Paris
Oriane Morriet

Study Abroad in Paris or Geneva
Advisers: Paris: Martine Gantrel-Ford
Geneva: Hélène Visentin (Fall 2014), Jonathan Gosnell (Spring 2015)

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 4-credit French courses in their sophomore year

Les Sciences à Paris
Beginning in 2014–15: The Les Sciences à Paris option is a yearlong program designed explicitly to support students in the sciences, mathematics and engineering. Coursework, research opportunities and tutoring are combined into a customized curriculum enabling science students to experience the rich scientific traditions of France, acquire competence in French and experience the practice of science in an international context. Students with at least one year of college-level French or the equivalent are invited to apply.

Geneva
Students interested in any of the academic options offered by the Smith College Study Abroad Program in Geneva are encouraged to begin study of French and to pursue it prior to departure. Students on either track (A or B) will study French language, or particular subjects of interest in French, while in Switzerland.

Track A (The Geneva International Internship Semester)
Intern at an international organization for three to four days per week; study French; take the core humanitarism course and a practicum course at the Smith Center; enroll in at least one university course. Available fall or spring.
Requires 3.0 g.p.a. One year of college-level French required for fall. For spring, at least one semester of college-level French prior to the start of the program.

Track B (University Studies in French or English)
Enroll in four to five Smith Center and university courses each semester, including French language. Part-time internship optional. Available for the academic year for students with two years of college-level French or equivalent; and spring for students with at least one year of French or equivalent. Requires 3.0 g.p.a.

The Major

Requirements
1. Ten four-credit courses at the 200 level or above, including: the basis for the French studies major: FRN 230;
2. One language course at the advanced level;
3. Three additional 4-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 4-credit courses in appropriate departments other than French studies; at least two of these four courses must be taught in French.

Honors
Director: Dawn Fulton
FRN 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015
FRN 431 Honors Project
Credits: 8
Offered Fall 2014

Please consult the director of honors or the departmental website for specific requirements and application procedures.
Graduate
Adviser: Janie Vanpée

FRN 580 Advanced Studies
Arranged in consultation with the department. Credits: 4
Offered Fall 2014, Spring 2015

FRN 580D Advanced Studies
This is a full-year course. Credits: 4 per semester; 8 for yearlong course
Offered Fall 2014, Spring 2015

FRN 590 Research and Thesis
Credits: 4 or 8
Offered Fall 2014, Spring 2015

FRN 590D Research and Thesis
This is a full-year course. Credits: 4 per semester; 8 for yearlong course
Offered Fall 2014, Spring 2015

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 the Francophone Residential Community located in Cutter House.

Language Courses

FRN 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 preregistration allowed. Credits: 5
Ann Leone, Eglal Doss-Quinby, Helene Visentin, Fall 2014
Offered Fall 2014

FRN 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) Credits: 5
Dawn Fulton, Jonathan Gosnell, Spring 2015
Offered Spring 2015

FRN 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 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) Credits: 5
Ann Leone
Offered Spring 2015

FRN 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, 103 or 120, or permission of the instructor. Students completing the course normally enter FRN 230. Enrollment limited to 18 per section. (F) Credits: 4
Christiane Metral, Instructor: TBA, Fall 2014
Offered Fall 2014

FRN 230 Colloquium in French Studies
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) Credits: 4
Christiane Metral, Martine Gantrel-Ford, Fall 2014
Offered Fall 2014

FRN 300 Language and Identity
A course in advanced composition for students who wish to improve their mastery of some of the more difficult points of French grammar, syntax and usage, as they reflect on the role of language in shaping individual and national identity, from the 16th century to the present day. Readings and discussions on topics such as linguistic policy and cultural politics, the feminization of the French language, and defending against the invasion of English by legislating the use of French within France and Quebec. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. Registration: required attendance at meeting on November 18, 5 p.m., Hatfield 106. Admission by permission only. (F) Credits: 4
Christiane Metral
Offered Interterm 2015

Intermediate Courses in French Studies

FRN 235 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 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. Registration: required attendance at meeting on November 18, 5 p.m., Hatfield 106. Admission by permission only. (F) Credits: 4
Christiane Metral
Offered Fall 2014, Spring 2015

FRN 238 Advanced Composition
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 16. Basis for the major. Prerequisite: FRN 220 or permission of the instructor.

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? [F]{L}[S] Credits: 4

Mehammed Mack
Offered Fall 2014

Women Writers of Africa and the Caribbean
An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics to be studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language will be informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts will include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. [F]{L} Credits: 4

Dawn Fulton
Offered Fall 2014

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 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 portrayed the city throughout its history. Works by Corneille, Hugo, Maupassant, Baudelaire, Apollinaire, Desnos, Modiano, Vargas, Gavalda. [F]{H}[L] Credits: 4

Helene Visentin
Offered Spring 2015

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. [F]{H}[L] Credits: 4

Instructor: TBA
Offered Spring 2015

FRN 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 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 socioeconomic issues. Materials: textbooks, cultural essays, surveys, articles, films and songs. Prerequisite: FRN 230 or higher or permission of the instructor. Enrollment limited to 15. [F]{S} Credits: 4

Mehammed Mack
Offered Fall 2014

FRN 251 The French Press Online
A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online such as Le Monde, Le Figaro, Libération, Le Nouvel Observateur, L’Express. Prerequisite: FRN 230 or permission of the instructor. [F]{S} Credits: 4

Instructor: TBA
Offered Fall 2014

FRN 252 French Cinema
Cities of Light: Urban Spaces in Francophone Film
From Paris to Fort-de-France, Montreal to Dakar, we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and nonurban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembene Ousmane, Denys Arcand, Mweze Ngangura, and Euzhan Paley. Offered in French. Prerequisite: FRN 230, or permission of the instructor. Weekly required screenings. FRN 252 may be repeated for credit with another topic. [A]{F}{L}[S] Credits: 4

Dawn Fulton
Offered Fall 2014

FRN 262 After Algeria: Revolution, Republic and Race in Modern France
For the last two centuries, one could argue that it is the Franco-Algerian relationship that has been decisive in the construction of modern France. From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Memory of a conflictual present and past has required continual mediation among involved actors. In the 50 years that have passed since Algerian independence, France and the French have increasingly confronted echoes of the colonial past as a result of pervasive debates around immigration, multiculturalism and national identity. We explore a post-Algerian French society seemingly marked permanently by its Algerian experience through a variety of perspectives and readings. Can a late 20th-century discourse of socioeconomic, cultural, ethnic and religious diversity, all shaped by the Algerian episode, be reconciled with Republican norms? To what extent has the experience in/of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? [F]{L}[S] Credits: 4

Jonathan Gosnell
Offered Spring 2015

FRN 265 Les Années Noires: Living through the Occupation, 1939–45
What was it like to live in Paris under the German occupation? What were the moral dilemmas and the political risks that Parisians faced as they struggled to survive? And how are we, today, to judge this historical period and those who lived through it? Students experience this difficult period through a global simulation in which each creates a character with a specific identity and past—a secret collaborator, a Jewish immigrant, a resistance fighter, a closeted homosexual, an avant-garde artist, a reporter, the widow of a soldier who fought under Marshal Pétain in WWI—and representing the diversity of the Parisian population at the time. Each student writes her character’s “memoirs” reacting to historical as well as personal events from her unique perspective. Readings range from historical documents, speeches, and testimonials to drama, fiction. Weekly films. Prerequisite: FRN 230. Enrollment limited to 16. WI (in French) [F]{H}[L][W] Credits: 4

Janie Vanpee
Offered Fall 2014

FRN 282 Topics in 19th- and 20th-Century French Studies
What’s Right? What’s Wrong? Stories About Moral Dilemmas
How do stories about moral dilemmas frame the question of what is right and what is wrong? What do these stories say about the values that are at stake? Do they provide answers and, if so, which ones? By investigating how stories revolving around moral conflicts reproduce social, cultural and political contradictions, as well as ethical ones, this course allows students to reflect on some of the major issues that have shaped the moral debate in post-revolutionary France. Readings by Balzac, Hugo, Zola, Gide, Camus, Sartre and Benameur. Prerequisite: one course above FRN 230. [F]{L}[W] Credits: 4

Martine Gantrel-Ford
Offered Spring 2015

FRN 295 French Translation in Practice
Practicum in French; must be taken concurrently with CLT 150. Students 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: one course beyond FRN 230 or permission of the instructor. [F]{L} Credits: 2

Carolyn Shread
Offered Spring 2015
Advanced Courses in French Studies

Prerequisite: two courses in French studies at the 260 level or higher or permission of the instructor.

FRN 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 nonliterary students, we 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] Credits: 4
Martine Gantrel-Ford
Offered Spring 2015

FRN 365 Francophone Literature and Culture
Scandals and Spin Control: Francophone Literature in the Media
How much control does or should a writer have over his or her public image? Should authors be held responsible for the political or social consequences of their work? How do such questions as censorship and plagiarism play out when racial, religious or sexual difference is at stake? This course examines literary texts and essays by some of the more controversial names in contemporary Francophone literature, to be studied alongside films, interviews, television appearances, and critical and popular reviews. Works by Calixthe Beyala, Rachid Bouchareb, Maryse Condé and Dany Laferrière. {F} [L] Credits: 4
Dawn Fulton
Offered Spring 2015

FRN 380 Topics in French Cultural Studies
Travel Writing and Personal Discovery
A survey of Francophone travel writing from the 16th to the 21st centuries. Students are exposed to a literary form that achieved popularity and cultural prestige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and nonfictional accounts reflecting different geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. {F} [L] Credits: 4
Mohammed Mack
Offered Fall 2014

FRN 392 Topics in Culture
New Trends in French Cinema
In this seminar, we examine how societal challenges in 21st-century France have changed the way post—New Wave cinema is telling stories. Various cinematic genres are examined, from Neo-Noir to animation movies. Weekly or biweekly film showings. Readings in film criticism and relevant fields. {A} [F] Credits: 4
Martine Gantrel-Ford
Offered Fall 2014

FRN 393 French Intellectuals: Observing and Contesting Social Order
We study the figure of the intellectual from the 17th to the 21st centuries, as well as debates, polemics, and various types of intellectual activism in each period, concerning topics such as political power, intolerance, fanaticism, feminism, the death penalty and the role of the media. We discuss how these debates have transformed French society, intellectual life and political thought. We also examine the emergence of the public intellectual (“l’intellectuel engagé”) and the antecedents of this recent concept by analyzing controversial ideas expressed through satire, philosophical texts and intellectual battles by authors such as La Bruyère, Molière, Voltaire, Hugo, Zola, Sartre, Halimi and Bourdieu. {F} [H] [L] Credits: 4
Helene Visentin
Offered Spring 2015

FRN 404 Special Studies
Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. Credits: 4
Instructor: TBA
Offered Fall 2014, Spring 2015

Cross-Listed Courses and Recommended Courses from Other Departments and Programs

CLT 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists
Same as LSS 288. The work of certain writers—often women and often Wharton, von Arnim and Colette—is categorized as small in scope, narrowly focused, and therefore marginal in some ways. Here are questions, based in part on readings in landscape and domestic design theory, that we can ask to help us see their work differently: When and how is it appropriate to juxtapose writers’ biographies on their fiction? How do they represent domestic disorder—loss, rage, depression—in their fiction? In particular, how do local landscapes and other domestic spaces—houses, rooms, garden—figure in this representation? Topics include novels, short stories, correspondence, excerpts from journals, and other autobiographical writing. Prerequisite: one other literature course at any level, or permission of the instructor. {L} Credits: 4
Ann Leone
Offered Spring 2015

FYS 141 Reading, Writing and Placemaking: Landscape Studies
Landscape studies is the interdisciplinary consideration of how we view, define, and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes, and so do politicians, builders, hunters, children, artists and writers, among others. In this course, we examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course includes some landscape history and theory; visits by people who study landscape from nonliterary angles, and the discovery of how landscape works in texts in transforming and surprising ways. Enrollment limited to 16 first-year students. {L} [W] Credits: 4
Ann Leone
Offered Fall 2014

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading Islands, Real and Imaginary
We explore and compare how different cultures have imagined the island as a blank page and an idealized place to tell stories about themselves and their relation to other cultures, from the myths of Atlantis and Calypso’s seduction of Odysseus to the castaway Robinson Crusoe, from Darwin’s ecologically pristine Galapagos to the tourist paradise of the popular imagination, from Prospero’s magical kingdom to the experimental playground of Dr. Moreau, from the space of freedom and social reinvention to the subjugation of colonial empire. Films and readings from a wide variety of genres and traditions, including short theoretical texts. {L} Credits: 4
Jamie Vanpee
Offered Spring 2015
Geosciences

The Major

Advisers: For the class of 2015, Robert Newton; for the class of 2016, Jack Loveless; for the class of 2017, Sara Pruss; for the class of 2018, Amy Rhodes

Adviser for Study Abroad: Sara Pruss, 2014–15

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:

Geoscience Track
- Six intermediate-level geoscience courses (24 credits): 221, 222, 231, 232, 241 and 251.
- Two 300- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one.

Environmental Geoscience Track (pending CAP approval)
- Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
- 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- or 400-level geoscience courses (at least 8 credits total); a 4–6 credit summer geology field camp may substitute for one.

Educational Geoscience Track
- 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).
- Six additional geoscience courses above the 100-level. One of these must be at the 300-level or be a 4- to 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.)

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 other courses for a total of 24 credits in geosciences, with no more than 14 credited at the 100-level.

Honors


Honors students must complete all the 100-level and 200-level requirements for one of the three Geosciences tracks, at least one 300-level class, plus an honors thesis, GEO 430D or GEO 432D.

GEO 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

GEO 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2014, Spring 2015

Please consult the director of honors or the departmental website for specific requirements and application procedures.
Field Experience

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 18 colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

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.

GEO 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) Credits: 4

Amy Rhodes
Offered Fall 2014

GEO 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 examine evidence for volcanoes, dinosaurs, glaciers, rifing continents and Himalayan-sized 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 who have already taken a geoscience course. (N) Credits: 2

Amy Rhodes, Instructor: TBA, Fall 2014
Offered Fall 2014

GEO 105 Natural Disasters: Confronting and Coping
The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic activity and the role of climate and volcanism in the present day. Students will complete a research paper on a natural disaster of their choice, based on field and library work. Students will also have the opportunity to go on a field trip in the spring semester. (N) Credits: 4

John Rhodes
Offered Fall 2014

GEO 106 Extraordinary Events in the History of Earth, Life and Climate
A journey through the 4.6 billion-year history of global change, with a focus on extraordinary events that have shaped the evolution of Earth and life through time. These events include the earliest development of life, the buildup of oxygen in the atmosphere, the devastation of the living world by catastrophic mass extinctions, the tectonic rearrangement of continents, the alternation of ice ages and eras of extreme warmth, and the evolution of modern humans. We also examine ways in which humans are changing our climatic and biologic environment and discuss potential consequences for the future of our planet. (N) Credits: 4

Mark Brandriss
Offered Spring 2015

GEO 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) Credits: 4

Sara Pruss
Offered Spring 2015

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 explore these 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 includes 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. (N) Credits: 4

Bosiljka Glumac
Offered Spring 2016

GEO 150 Modeling our World: An Introduction to Geographic Information Systems
Same as ENV 150. 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 spatial analysis and connects course topics to GIS applications in earth and environmental sciences. Enrollment limited to 20. (N) Credits: 4

John Loveless
Offered Fall 2015

GEO 180Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
Same as BIO 180y. This is an interdisciplinary research immersion course investigating biogeochemical cycling in the Avery Brook watershed with a particular focus on mercury—its deposition on and movement through the watershed, its methylation by the microbial communities in watershed beaver ponds and its bioaccumulation. The questions asked and techniques applied will span the disciplines of biological science, geoscience, chemistry and environmental science. It is expected that, by the end of the spring semester, students will have drafted research papers and/or posters for presentation at regional or national meetings. The course combines field and laboratory research. Course open only to first-year students. (E) (N) Credits: 2

Robert Merritt, Robert Newton
Offered Fall 2014, Spring 2015

GEO 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] Credits: 5

Mark Brandriss
Offered Fall 2015

GEO 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 emphasizes 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] Credits: 5

John Brady
Offered Spring 2016

GEO 231 Invertebrate Paleontology and the History of Life
A study of the major groups of fossil invertebrates including their phylogenetic relationships, palaeoecology 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. Enrollment limited to 25 students. [N] Credits: 5

Sara Pruss
Offered Fall 2014

GEO 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] Credits: 5

Bosiljka Glumac
Offered Fall 2014

GEO 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. Laboratories before spring break involve computer-based analysis of the map patterns of geologic structures and the mechanics of their formation. After spring break, weekly field trips during the lab period connect local examples of structures to New England tectonics. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. Recommended: MTH 111 or equivalent. Enrollment limit of 20. [N] Credits: 5

John Loveless
Offered Spring 2015

GEO 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] 5

Robert Newton
Offered Spring 2015

GEO 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 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 emphasizes wet-chemistry analytical techniques. Participants 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] Credits: 5

Amy Rhodes
Offered Spring 2015

GEO 309 Groundwater Geology
A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project involves studying a local groundwater problem. Prerequisites: 101, or 102, or 108, or FYS 103 and MTH 111. Enrollment limited to 14. [N] Credits: 5

Robert Newton
Offered Fall 2015

GEO 334 Carbonate Sedimentology
Students in this class 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 present their results at Celebrating Collaborations in April. Class discussion topics 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 are responsible to partially cover expenses associated with the January trip. [N] Credits: 5

Bosiljka Glumac
Not Offered this Academic Year

GEO 361 Tectonics and Earth History
A broadly-based examination of tectonics, the unifying theory of geology. We discuss lithospheric plate movements, the creation and destruction of Earth’s crust, the formation of mountain belts and sedimentary basins, the dynamic coupling of crust and mantle, and how these processes have shaped the Earth through time. Emphases include critical reading of the primary literature; communication of scientific ideas orally and in writing; and the central role of tectonics in unifying diverse fields of geology to create a cogent picture of how the Earth works. Prerequisite: any two 200-level courses in geosciences, one of which may be taken concurrently. [N] Credits: 4

Mark Brandriss
Offered Spring 2015

GEO 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. Credits: 1 to 4

Instructor: TBA
Offered Fall 2014, Spring 2015

GEO 430D Honors Project
Credits: 4 per semester, 8 for yearlong course

Robert Newton
Offered Fall 2014, Spring 2015
GEO 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Robert Newton
Offered Fall 2014, Spring 2015

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 attempt to decipher this history by careful examination of field evidence. Class meetings take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants 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. [N] [WI] Credits: 4
John Brady
Not Offered This Academic Year

Cross-Listed Courses

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 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. [N] [WI] Credits: 4
Sara Pruss
Offered Fall 2014

BIO 159Y From Environment to Embryo: An Interdisciplinary Research Course
This yearlong, research-based lecture-laboratory course exposes students to fundamental concepts across the natural and life sciences through interdisciplinary research. Cannot be repeated for credit. Course only open to first-year students. Enrollment limit of 18 students. Fall: 1 credit; spring: 4 credits; 5 credits total. (E) [N] [Wl]
Hydraulic Fracturing
Does hydraulic fracturing or “fracking” pose any environmental danger? In the fall students will read and discuss all aspects of fracking from the politics to the science, and then engage in laboratory research the following spring semester. Students collect samples at actual fracking sites, and analyze the chemical nature of these samples in the Center for Geochemistry. Using molecular and microscopy techniques, students design experiments using the zebrafish model system to investigate whether their collected compounds can cause malformations in a variety of developing systems such as cardiovascular, nervous and muscular tissues. Lastly, students generate video narratives presenting their experimental design and novel results that will be publicly disseminated. Cannot be repeated for credit. Course only open to first-year students. Enrollment limit of 18 students. Fall: 1 credit; spring: 4 credits; 5 credits total. (E) [N] Credits: per semester, 5 for yearlong course
Michael Barresi
Offered Fall 2014, Spring 2015

EGR 315 Ecohydrology
This seminar 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 addresses 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 219 03 220 (formerly MTH 241 or 245). Enrollment limit of 12. Credits: 4
Andrew Gussev
Not Offered This Academic Year

EGR 340 Geotechnical Engineering
What is quicksand and can you really drown in it? Why is Venice sinking? In this seminar, students are 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 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 the instructor. Enrollment limit of 12. [N] Credits: 4
Glenn Ellis
Not Offered This Academic Year

For additional offerings, see Five College Course Offerings by Five College Faculty.
German Studies

Professors
85 Jocelyne Kobl, Ph.D.
82 Joseph George McVeigh, Ph.D., Chair

Associate Professor
Joel Westerdale, Ph.D.

Senior Lecturer
"“Judith Keyler-Mayer, Ph.D.
Lecturer
Pauline Ebert, Ph.D.

The Major

Advisers: Judith Keyler-Mayer, Joseph McVeigh, Joel Westerdale

Adviser for Study Abroad: Judith Keyler-Mayer, Joseph McVeigh, Joel Westerdale

Courses other than those in the Smith catalog 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.

Requirements: Ten courses (or 40 credits) beyond the basis (GER 200)

Required Courses: GER 161, 250, 300, 350, 360

Electives: Five further courses, of which at least two must be in German.

Period Requirements: Students must take at least one course representing each of the following periods: before 1832, 1832-1933, 1933-present
   A 10-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: Joseph McVeigh, Joel Westerdale

Requirements: Six courses (or 24 credits) beyond the basis (GER 200)

Required Courses: Three courses are required:
GER 161, GER 250, and GER 350 or GER 360.

Electives: Three additional courses from those listed under the major, of which at least one must be in German.

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

Director: Joel Westerdale

GER 430D Honors Project
This is a full-year course. Credits: 8
Offered Fall 2014, Spring 2015

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 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, 120, 144, 200 or 250.

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

A. German Language, Literature, and Culture

GER110y is a yearlong course. Credit is not granted for the first semester only.

GER 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. Students who successfully complete this yearlong course are eligible to study on the Hamburg Green program in the following year; after taking GER 200 and GER 250 they are eligible for the study abroad in Hamburg. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 10
Anja Ebert, Joel Westerdale, Fall 2014
Anja Ebert, Joel Westerdale, Spring 2015
Offered Fall 2014, Spring 2015

GER 200 Intermediate German: The German Environment
An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. Prerequisite: 110y; permission of the instructor, or by placement. (F) Credits: 4
Judith Keyler-Mayer
Offered Fall 2014

GER 250 Advanced Intermediate German: Environmental Culture
Discussion of modern German culture, society and technology, with an emphasis on environmental issues. Introduction and practice of more advanced elements of grammar; work on expanding vocabulary; 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) Credits: 4
Joseph McVeigh
Offered Spring 2015
GER 300 Topics in German Culture and Society
The Nation as Brand
Can a country “brand” itself? Names like Mercedes, Ritter Sport, BMW, Adidas, Volkswagen, Siemens and Braun are known throughout the world. But to what extent are phenomena such as the “Love Parade,” migration, soccer and renewable energy part of Germany’s current “brand”?
This course examines Germany’s cultural efforts to re-create its “brand” since reunification in 1990 and consider the implications of such branding within the global community. We also look at the reception of Germany’s “brand” in contemporary American media and popular culture. Conducted in German. Prerequisite of GER 250 or the equivalent, or permission of the instructor. (F) [L] Credits: 4
Joseph McVeigh
Offered Fall 2014

Vom Krieg zum Konsens: German Film Since 1945
This course investigates German film culture since the fall of the Third Reich. Included are works by Fatih Akin, Michael Haneke, Werner Herzog, Margarethe von Trotta and Wolfgang Staudte. Students learn to analyze film and conduct basic research in German. Discussion addresses aesthetic and technical issues; portrayals of race, gender, class and migration; divided Germany and its reunification; and cinematic interventions into the legacy of Nazism. In German. Prerequisite: GER 250 or permission of the instructor. (F) [L] Credits: 4
Joel Westerdale
Offered Spring 2015

GER 350 Seminar: Language and the German Media
A study of language, culture and politics in the German-language media; supplemental texts and films reflecting the interests and academic disciplines of students in the seminar. Practice of written and spoken German through compositions, linguistic exercises and oral reports. Conducted in German. Prerequisite: permission of the instructor. (F) Credits: 4
Judith Keyler-Mayer
Offered Fall 2014

GER 360 Advanced Topics in German Studies
Each topic focuses on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.
Revolt and Terror in German Literature
In this course, we discuss the motives and methods of violence that pervade modern German literature. From Kleist’s novella Michael Kohlhaas (1811) and Schiller’s drama Die Räuber (1781) through Uli Edel’s film Der Baader-Meinhof Komplex (2008), we trace a progression of violence that binds 10th- and 19th-century literary models of revolt and terror to the events of the 20th century and the cultural memory of today. (L) Credits: 4
Anja Ebert
Offered Spring 2015

GER 400 Special Studies
Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 1 to 4
Members of the department
Offered Fall 2014, Spring 2015

B. Courses in English

GER 161 The Cultures of German-Speaking Europe
This course provides curious students with a practical guide to the culture of German-speaking Europe from Teutonic barbarians to Teutonic rap. The focus of this course rests 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. (H) [L]
Joseph McVeigh
Offered Fall 2014

GER 299 Exhibiting the Visual Art of Interwar Germany 1924–40: Education, Entertainment, and Politics for the Masses
The course presents students with the opportunity to curate an exhibition of original visual materials from the interwar period of German history (1924–39) that will be on display in the Mortimer Rare Book Room Exhibition Area from February to May 2015. Students study the educational, political and social function of public visual materials in early 20th-century Germany and draw on that information to organize the exhibition. The course focuses particularly on original collectible picture albums from the period and also looks at their design and material properties and how these relate to their function. Cross-listed with the museums studies and book studies concentrations. Conducted in English. No prerequisites. (A) [F] Credits: 4
Joseph McVeigh
Offered Spring 2015

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); and (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) Credits: 2
Manfred Bonus, Sarah Lentz and staff
Offered Fall 2014 and Spring 2015 for four weeks on the Junior Year in Hamburg

270 German History and Culture from 1871 to 1945
This course covers the Wilhelminian Empire, the Weimar Republic and the Third Reich. For the Weimar Republic, the focus is on the political, economic, social and cultural issues the republic was facing. For the Third Reich, we focus on the establishment of dictatorship, the persecution of Jews, everyday life in Hitler, Germany, World War II, resistance and opposition, and the end of the Third Reich. Limited to students enrolled in the study abroad program. (H/F) Credits: 4
Rainer Nicolaysen
Offered Fall 2014 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 roles, its economics and administration. We 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 study abroad program covers the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the study abroad program. (L/F) Credits: 4
Julia Gutzeit
Offered Fall 2014 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 is on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students are introduced to the form of the German term paper (Hausarbeit). {F} Credits: 4
Jutta Gutzeit
Offered Fall 2014 and Spring 2015 on the Junior Year in Hamburg

310 Language, Culture and The Academy
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} Credits: 4
Jutta Gutzeit
Offered Fall 2014, Spring 2015 on the Junior Year in Hamburg

320 Germany 1945–90: Politics, Society and Culture in the Two German States
This course, which provides a continuation of 270, covers 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 study abroad program. {L/H/F} Credits: 4
Rainer Nicolaysen
Offered Spring 2015 on the Junior Year in Hamburg

E. Cross-Listed Courses

ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences
The course includes 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 are 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} Credits: 4
Kai Jensen
Offered Spring 2015
Global Engagement Seminars

A Global Engagement Seminar is an intensive, credit-bearing summer seminar taught by a team of Smith faculty offered at a location away from campus. Global Engagement Seminars carry 5 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.

Admission by application and instructor’s permission only. Applications are accepted in the fall semester prior to the Global Engagement Seminar. All students are welcome to apply. Preference will be given to rising juniors and seniors, and to students with previous coursework relevant to the seminar as described below. Approved Global Engagement Seminars are listed below. For current course information and applications, visit the Lewis Global Studies Center website at www.smith.edu/world/seminars.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 toward the major/minor in government, Jewish studies and Middle East studies. Students may petition their departments to have the course counted toward the major/minor in ancient studies, history, medieval studies and religion. The course is followed by a required service or learning internship in Jerusalem (minimum one month). Preference is given to students with at least one course in the history, religion, politics, literature, or languages of the Middle East. (H/L) 5 credits

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. 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

GES 304 Federico García Lorca, Hidden and Revealed: An Itinerary of Life
In this course we 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 that 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 is 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 the 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 bring stories from the page to stage for a final presentation in Spanish. Performance strategies are used 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. (E) (H/L/A) 5 credits

GES 303 Greek History and Archaeology in their Geological Context
This seminar explores 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 study firsthand 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. The seminar carries a total of 5 credits, 2 credits for a pre-seminar in spring 2014 in which much of the research and writing for the 3-credit, traveling summer seminar will be completed. Spring 2014 schedules should be planned accordingly. 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 classics, classical studies, ancient studies and archaeology. 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). (E) (H/N) 5 credits

GES 303 Greek History and Archaeology in their Geological Context
This seminar explores 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 study firsthand 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. The seminar carries a total of 5 credits, 2 credits for a pre-seminar in spring 2014 in which much of the research and writing for the 3-credit, traveling summer seminar will be completed. Spring 2014 schedules should be planned accordingly. 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 classics, classical studies, ancient studies and archaeology. 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). (E) (H/N) 5 credits

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Global Financial Institutions Concentration

Advisory Committee
Payal Banerjee, Assistant Professor of Sociology
Randall K. Bartlett, Professor of Economics
Thomas L. Bernardin, Mellon Postdoctoral Fellow in Economics
Milada Bukovansky, Professor of Government
Roger T. Kaufman, Professor of Economics
Leslie L. King, Associate Professor of Sociology
Susan Stratton Sayre, Assistant Professor of Economics and Environmental Science and Policy
Roisin Ellen 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 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 admits 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 seven-week lecture series provides 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 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 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 take an additional 1-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 are 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 advisers.

4. Experiential Learning

Students are required to complete three experiential learning components.

Computer Programming for Financial and Economic Analysis
This two-day workshop introduces students to financial analysis tools. The aim is to teach students the basics of Excel programming, including various plug-ins to perform modeling and spreadsheet analysis in an economics environment. Typical plug-ins include 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 can assist in identifying relevant 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.

- WFI lunchtime lectures, particularly Principles of Investing
- Smith College Investment Club (maintain active membership status)
- CDO Finance Résumé and Cover Letters workshop
- CDO Mock Finance Interview Day
- WFI/CDO annual excursion to Wall Street in New York City
- WFI/CDO day trips to the Federal Reserve Bank and Board

Approved Courses

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACC 223</td>
<td>Financial Accounting</td>
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<tr>
<td>ECO 265</td>
<td>Economics of Corporate Finance</td>
</tr>
<tr>
<td>ECO 220</td>
<td>Introduction to Statistics and Econometrics</td>
</tr>
<tr>
<td>MTH 246</td>
<td>Probability</td>
</tr>
<tr>
<td>SS 291</td>
<td>State and Politics in Africa (Hampshire College)</td>
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</tbody>
</table>
Courses especially recommended for regional focus

EAS 100  Introduction to Modern East Asia
GOV 228  Government and Politics of Japan
HST 211 (L)  The Emergence of China
HST 260 (L)  Colonial Latin America, 1492–1825
HST 261 (L)  National Latin America, 1821 to the Present
SOC 327  Seminar: Global Migration in the 21st Century
GEOG 215 Geography of Middle East and North Africa (Mount Holyoke)
ECON 267 Development Post-Independence Africa (UMass)
POLIT 354 Public Policy in Latin America (Mount Holyoke)

Approved Capstone Seminars

ECO 37  Financial Globalization (Amherst College)
ECON 335 Advanced Corporate Finance (Mount Holyoke)
ECO 338 Money and Banking (Mount Holyoke)

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.

SPE 100  The Art of Effective Speaking

Approved Courses

GFX 100 Introduction to Global Financial Institutions
This eight-week lecture series provides 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. Credits: 1
Mabniz Mabniz
Offered Fall 2014

Electives

ECO 220  Introduction to Statistics and Econometrics
OR
MTH 190  Statistical Methods for Undergraduate Research
OR
MTH 246  Probability
ACC 223  Financial Accounting
ANT 225  Corporate Capitalism, Media and Protest in America
ECO 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 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 267 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 China
HST 211  Emergence of China
HST 247  Aspects of Russian History
GOV 226  Latin American Political Systems
HST 260 Colonial Latin American 1821–Present
HST 261 National Latin American 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
ECO 37  Financial Globalization (Amherst College)
ECON 335 Advanced Corporate Finance (Mount Holyoke)
ECO 338 Money and Banking (Mount Holyoke)
GOV 345 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
Advisers
Charles P. Staelin, Professor of Economics, Director
* Elliot Fratkin, Professor of Anthropology
† Gregory Whayne White, Professor of Government
Leslie L. King, Associate Professor of Sociology
Caroline M. Melly, Assistant Professor of Anthropology
Jeffrey S. Ahlman, Assistant Professor of History
Nadya J. Sbaiti, Assistant Professor of History
Vis Taraz, Assistant Professor of Economics

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:

- One course from history
- One course from economics
- 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.
- Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East
- 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. Credits: 4
Offered Fall 2014, Spring 2015

Approved Courses for 2014–15

Anthropology

ANT 234 Culture, Power and Politics
Offered Spring 2015

ANT 237 Native South Americans
Offered Spring 2015

ANT 249 Visual Anthropology
Offered Fall 2014, Fall 2015

ANT 218 The Anthropology of Human Rights
Offered Spring 2015

ANT 252 The City and the Countryside in China
Offered Fall 2014

ANT 267 Self and Society in South Asia
Offered Spring 2015

ANT 348 Seminar: Topics in Development Anthropology
Offered Fall 2014

ANT 353 Seminar: Topics in Anthropology
Offered Fall 2014

Economics

ECO 211 Economic Development
Offered Spring 2015

ECO 295 International Trade and Commercial Policy
Offered Fall 2014

ECO 311 Seminar: Topics in Economic Development
Offered Spring 2015

Government

GOV 220 Introduction to Comparative Politics
Offered Spring 2015, Spring 2016

GOV 241 International Politics
Offered Fall 2014, Spring 2015

GOV 225 Ethnic Politics in Comparative Perspective (C)
Offered Fall 2014

GOV 224 Colloquium: Islam and Development
Offered Spring 2015, Fall 2015

GOV 230 Government and Politics of China
Offered Spring 2015

GOV 237 Colloquium: Politics and the U.S./Mexico Border
Offered Spring 2015, Spring 2016

GOV 252 International Organizations
Offered Fall 2014, Spring 2015, Spring 2016

GOV 242 International Political Economy
Offered Fall 2014, Spring 2016

GOV 341 Seminar in International Politics
Offered Fall 2014

GOV 238 Readings on Central Africa in French
Not Offered this Academic Year

GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic
Offered Spring 2015
GOV 348 Seminar in International Politics  
Offered Fall 2014, Fall 2015

EAS 210 Colloquium: Culture and Diplomacy in Asia  
Offered Spring 2015

History

HST 209 (C) Aspects of Middle Eastern History  
Offered Spring 2015

HST 234 (C) Global Africa  
Offered Fall 2014

HST 257 (L) Early African History to 1800  
Offered Fall 2014

HST 258 (L) Modern Africa since 1800  
Offered Spring 2015

HST 259 (C) Aspects of African History  
Offered Spring 2015

HST 260 (L) Colonial Latin America, 1492–1825  
Offered Fall 2014, Fall 2015

HST 261 (L) National Latin America, 1821 to the Present  
Offered Spring 2015, Spring 2016

EAS 100 Introduction to Modern East Asia  
Offered Fall 2014, Fall 2015

AAS 202 Topics in Black Studies  
Offered Spring 2015

AAS 370 Seminar: Modern Southern Africa  
Offered Fall 2014

EAS 219 Modern Korean History  
Offered Spring 2015

EAS 220 Colloquium: Environment and Society in Contemporary China  
Offered Fall 2014, Spring 2015

LAS 301 Seminar: Topics in Latin American and Latino/a Studies  
Offered Fall 2014

Sociology

SOC 232 World Population  
Offered Spring 2015

SOC 327 Seminar: Global Migration in the 21st Century  
Offered Spring 2015

EAS 200 Colloquium: Topics in East Asian Studies  
Offered Fall 2014
Government

The Major

Advisers: Donald Baumer, Mlada Bukovansky, Patrick Coby, Kim Yi Dionne, 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 point 2 above; they may be in the same subfield of the department, or they may be in other subfields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. three additional elective courses. Majors are encouraged to select 190 as one of their electives

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major

Based on 100. The minor consists of six courses, which shall include five additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Gary Lehring

GOV 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

GOV 431 Honors Project
Credits: 8
Instructor: TBA
Offered Fall 2014

Please consult the director of honors or the departmental website 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.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite a 200-level course in the same field.

GOV 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.
American Government
200 is suggested preparation for all other courses in this field.

GOV 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. Enrollment limit of 30 students. [S] Credits: 4
Donald Baumer
Offered Spring 2015, Spring 2016

GOV 201 American Constitutional Interpretation
The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. [S] Credits: 4
Alice Hearst
Offered Fall 2014

GOV 202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment
Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. [S] Credits: 4
Alice Hearst
Offered Spring 2015, Spring 2016

GOV 204 Urban Politics
The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. [S] Credits: 4
Jeremy Wolf
Offered Spring 2015

GOV 206 The American Presidency
An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. [S] Credits: 4
Marc Lendler
Offered Spring 2015, Spring 2016

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] Credits: 4
Donald Baumer
Offered Fall 2014

GOV 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. [S] Credits: 4
Howard Gold
Offered Fall 2014

GOV 209 Colloquium: Congress and the Legislative Process
An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy making process. In addition to examining the structure and operation of Congress, we explore the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 different states and 435 separate Congressional districts. Enrollment limited to 20. [S] Credits: 4
Donald Baumer
Offered Fall 2014

GOV 210 Public Opinion and Mass Media in the United States
This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. [S] Credits: 4
Howard Gold
Offered Fall 2015

GOV 212 Organized Labor and American Democracy
In this course we focus on a central tension in American democracy: the conflict between the desire to limit factionalism and the desire to allow individuals to assemble in order to use their massed political power to ensure equality. On the one hand, democracy must avoid the existence of factions large and powerful enough to tyrannize those outside the faction. On the other hand, it must allow individuals to form organizations in order to leverage greater amounts of political power, else the clash of differing interests would be likely to cause democracy to grind to a halt. We examine this tension through the lens of the U.S. labor movement. (E) [S] Credits: 4
Jeremy Wolf
Offered Fall 2014

GOV 213 Colloquium: The Bush Years
This course looks 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 is to brings perspective to those years. Enrollment limited to 20. Prerequisite is at least one other course in American government. [S] Credits: 4
Marc Lendler
Offered Spring 2016
GOV 214 Colloquium: Free Speech in America
An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies. Enrollment limited to 20. (S) Credits: 4
Marc Lendler
Offered Fall 2014

GOV 215 Colloquium: The Clinton Years
This course explores the eight years of the Clinton Presidency. It covers the elections, policy debates, foreign policy, battles with the Republican Congress and impeachment. The purpose is to begin the task of bringing perspective to those years. Prerequisites: One American government course and permission of the instructor. Enrollment limited to 20. (S) Credits: 4
Marc Lendler
Offered Fall 2014

GOV 304 Seminar in American Government
Inequality, Social Policy and the Politics of Methods: Who Counts?
This seminar examines the ways in which we ask and answer questions about inequality. We 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. We 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. (S) Credits: 4
Jeremy Wolf
Offered Fall 2014

Topic: Pathologies of Power
A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. (S) Credits: 4
Marc Lendler
Offered Spring 2015

GOV 305 Seminar in American Government
Strange Bedfellows: State Power and Regulation of the Family
This seminar 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. Suggested preparation: GOV 202 or WST 225. (S) Credits: 4
Alice Hearst
Offered Spring 2015

GOV 306 Seminar in American Government
Politics and the Environment
An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students complete research papers on environmental policy topics of their choice. Prerequisite: a 200-level course in American government. (S) Credits: 4
Donald Baumer
Offered Spring 2015, Spring 2016

GOV 310 Seminar in American Government
Native Americans and the American Political System
The status of Native Americans in the American political system is dizzyingly complicated. This course explores tribes in the U.S., looking at relationships among and within tribes and tribal members, those between tribes and states, and those between tribes and the federal government. The first part of the course will look at the constitutional status of Native Americans and will explore the meaning of treaty-based guarantees and then briefly cover the historical development of tribal relationships. The second half of the course explores several contemporary issues, including environmental regulation and the control of natural resources, including subsistence rights; poverty and issues related to the removal of children; and the impact of the introduction of gaming industries on tribal lands. (S) Credits: 4
Alice Hearst
Offered Fall 2015

GOV 312 Seminar in American Government
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 involve analysis of survey data. (S) Credits: 4
Howard Gold
Offered Fall 2014, Fall 2015

GOV 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. Credits: 4
Instructor: TBA
Offered Fall 2014

GOV 412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. Credits: 8
Brent Durbin
Offered Fall 2014

GOV 413 Washington Seminar: The Art and Craft of Political Science Research
This seminar provides students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students are introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. (S) Credits: 2
Instructor: TBA
Offered Fall 2014

Comparative Government

GOV 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 first focus on key methods and concepts such as state and nation, asking where states come from and how are nations built. The course then addresses 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) Credits: 4
Velma Garcia
Offered Spring 2015, Spring 2016
GOV 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] Credits: 4
Bozena Welborne
Offered Fall 2015

GOV 223 Russian Politics
After a brief discussion of the origins, evolution and collapse of the Soviet system, this course focuses 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] Credits: 4
Steven Goldstein
Offered Fall 2015

GOV 224 Colloquium: Islam and Development
This course delves into the development issues facing Muslim-majority countries through a political economic lens and considers the validity of “Muslim exceptionalism” in the context of Muslim countries’ developmental trajectories. The aim is to introduce students to the diversity of challenges facing the Muslim world, exploring the roots of underdevelopment and tentative progress under a variety of conditions, and inquiring whether these same challenges and successes are unique to Muslim countries or shared by their non-Muslim counterparts. A range of contemporary issues is covered: from the legacies of chronic political instability, conflict, and the “resource curse” to the effects of widespread demographic change, urbanization and the evolution of gender roles. The first part of the course reviews theoretical questions and debates surrounding the concept of political and economic development in the Muslim world with a view to considering whether a unique “Muslim template” exists to inform how these processes transpire. The second part of the course explores a number of cases ranging from countries in North Africa and the Middle East to states in Southeast and Central Asia in the interest of highlighting and applying, but also challenging the knowledge gained from our introductory theoretical discussions. [S] Credits: 4
Bozena Welborne
Offered Spring 2015, Fall 2015

GOV 225 Ethnic Politics in Comparative Perspective (C)
What is the relationship between ethnicity and politics? When does ethnic difference lead to competition and conflict? Does coethnicty encourage greater cooperation and provision of public goods? We explore these and related questions looking at experiences across the world. Though we will read scholarship from the American context, the focus is on ethnicity and politics in other countries. Enrollment limit of 20 students. [S] Credits: 4
Kim Dionne
Offered Fall 2014

GOV 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 is covered. [S] Credits: 4
Velma Garcia
Offered Fall 2015

GOV 228 Government and Politics of Japan
Same as EAS 228. 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] Credits: 4
Dennis Yasutomo
Offered Fall 2014, Fall 2015

GOV 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] Credits: 4
Steven Goldstein
Offered Spring 2015

GOV 232 The Politics of Intervention in Africa
Africa is a primary target for aid intervention as it is the region with the highest poverty and suffers from recurring humanitarian challenges. This course will review international interventions in Africa—both military and humanitarian—to identify patterns of provision of aid and critically examine the motivations behind intervention. Through a close reading of books describing different types of intervention, we study the success of these interventions, but more often, we will try to diagnose the patterns of failure in attempting to improve the human condition. Our collective goal is to identify the framework through which an intervention has a chance to succeed in an African context. [S] Credits: 4
Kim Dionne
Offered Spring 2016

GOV 237 Colloquium: Politics and the U.S./Mexico Border
This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization, and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course focuses on the border as a region historically marked both by conflict and interdependence. Open to majors in government and/or Latin American studies. enrollment limited to 20. [S] Credits: 4
Velma Garcia
Offered Spring 2015, Spring 2016

GOV 323 Seminar in Comparative Government
Political Science Research in the Field
This course will introduce students to a variety of methods used in the field to gather data to study political phenomena. The primary goal of the course is to take students from being consumers to becoming producers of political science research. An appreciation of different methods of inquiry is essential in producing quality work, but also further enables students to be more critical and analytical consumers of research. Students develop a rich understanding of research methods and will be able to discuss the benefits and challenges of various qualitative and quantitative data collection procedures. By the end of the course, students will be able to draw a representative sample from a population of interest, identify an appropriate method of data collection to study the problem in that representative sample, collect and analyze original data, and present findings of the research. [S] Credits: 4
Kim Dionne
Offered Spring 2015

GOV 325 Seminar in Comparative Government
LGBT Politics in Africa
This course interrogates same-sex politics in contemporary Africa. Because little has been written about same-sex politics in Africa in the political science discipline, we draw primarily from texts written by sociologists, anthropologists, historians and activists. Building on this multidisciplinary corpus, we will
examine same-sex issues using a political scientist’s lens. Some examples of what we cover: colonial legacy on policy towards sexual minorities, contemporary public opinion toward same-sex relationships, homophobia as a valence vs. wedge issue and the relative power of transnational movements for LGBT rights. Our collective goal is to better understand the landscape that ordinary Africans navigate with respect to same-sex issues, and the role of politics in public opinion and policy formation. (S) Credits: 4

Kim Dionne
Offered Fall 2015

Women and Politics
This course aims to introduce students to “women” and “gender” as political concepts and uncover diverse approaches to studying women in the context of local, national and transnational politics. We explore feminist policy, activism and methodology alongside global research conceptualizing women as an interest group with a specific focus on the developing world. Our topics include transnational women’s movements, women’s rights, the advent of gendered institutions such as quotas and gender mainstreaming and the role of women in international governance. In the second portion of the course we will focus on women’s movements in the global south in comparative perspective as well as broader issues such as women and conflict, women and economic development, women trafficking, and transnationalist feminist advocacy. (S) Credits: 4

Bozena Welborne
Offered Spring 2015

International Relations
241 is suggested preparation for all other courses in this field.

GOV 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. Offered both semesters each year. (S) Credits: 4

Brent Durbin, Fall 2014
Mlada Bukovansky, Spring 2015
Offered Fall 2014, Spring 2015

GOV 242 International Political Economy
This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and feminist perspectives. The course analyzes critical debates in the post–World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of “globalization.” Prerequisite: 241 or permission of the instructor. First-year students may enroll only if they have completed 241. Enrollment limited to 40. (S) Credits: 4

Bozena Welborne, Fall 2014
Gregory White, Spring 2016
Offered Fall 2014, Spring 2016

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 United States 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)

Brent Durbin
Offered Spring 2015, Fall 2015

GOV 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. (S) Credits: 4

Alice Hearst
Offered Spring 2016

GOV 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. (S) Credits: 4

Dennis Yasutomo
Offered Spring 2015, Spring 2016

GOV 252 International Organizations
What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity’s higher aspirations, or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical and contemporary sources and perspectives. We focus on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Prerequisite: 241 or permission of the instructor. (S) Credits: 4

Bryan Coutain, Fall 2014
Mlada Bukovansky, Spring 2015
Mlada Bukovansky, Spring 2016
Offered Fall 2014, Spring 2015, Spring 2016

GOV 256 Colloquium: Corruption and Global Governance
What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course 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) Credits: 4

Mlada Bukovansky
Offered Spring 2016

GOV 341 Seminar in International Politics
The Middle East in World Affairs
This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. The aim is to introduce students to the diversity of challenges facing the region and give students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. (S) Credits: 4

Bozena Welborne
Offered Fall 2014
GOV 343 Seminar in International Politics and Comparative Politics
State Institutions and Political Change in Africa
What is the role of state institutions in political change in Africa? This seminar explores the theoretical and practical dimensions of change and analyzes how state institutions contribute to (and/or impede) these changes. The seminar focuses on state institutions such as the military, the executive, the parliament, the judicial system, the public administration and civil society. We examine the functioning of these institutions and their effects on issues such as poverty, democracy, social movements, immigration policies, corruption, governance, human rights and border control. Attention is devoted to comparative cases as well as sub- and trans-regional international dynamics. (S) Credits: 4
*Alfred Babo*
Offered Fall 2014

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 seminar explores the complex governance and economic distribution networks that have evolved around humanitarian assistance, networks that include national governments, NGO’s, 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. (S) Credits: 4
*Mlada Bukovansky*
Offered Fall 2015

GOV 344 Seminar on Foreign Policy of the Chinese People’s Republic
China’s Post-Mao Reform: Domestic and International Implications
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) Credits: 4
*Steven Goldstein*
Offered Spring 2015

GOV 345 Seminar in International Politics
Politics and the Experience of War
An exploration of the relationships between war and the political views of soldiers and other participants. This course surveys several conflicts from the last century through the eyes of combatants, considering both national and individual motives for going to war, and evaluating the effects of fighting on the personal politics of soldiers. Core readings include scholarship on political socialization, nationalism, military culture, faith and trauma, as well as accounts of war written by soldiers. Prerequisite: at least one course in international politics. Some knowledge of military culture and history will also be helpful. (S) Credits: 4
*Brent Durbin*
Offered Spring 2015

GOV 347 Seminar in International Politics and Comparative Politics
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) Credits: 4
*Gregory White*
Offered Fall 2015

GOV 348 Seminar in International Politics
Conflict and Cooperation in Asia
The seminar identifies and analyzes the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course concludes by evaluating prospects for current efforts to create a new “Asia Pacific Community.” Permission of the instructor is required. (S) Credits: 4
*Dennis Yasutomo*
Offered Fall 2014, Fall 2015

Political Theory

GOV 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, warfare 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) Credits: 4
*John Coby*
Offered Fall 2015

GOV 262 Early Modern Political Theory, 1500–1800
A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty, and peace; limitations on power, the general will, and liberalism’s relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. (S) Credits: 4
*John Coby*
Offered Fall 2014

GOV 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) Credits: 4
*John Coby*
Offered Spring 2016

GOV 265 Reacting to the Past: America’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. (S) Credits: 4
*John Coby*
Offered Spring 2015

GOV 266 Contemporary Political Theory
A study of major ideas and theories of justice and rights since World War II. Beginning with the work of John Rawls and his critics, we will move to examine the debates raised by Rawls in the works of other authors who take seriously his idea of building a just society for all. Special attention will be paid to the politics of inclusion for groups based on race, gender, sexual orientation and ethnicity as their claims for justice/inclusion present challenges to our rhetorical commitment to build a just and fair society for all. Successful completion of 100 or another political theory course is strongly suggested. (S) Credits: 4
*Gary Lebring*
Offered Spring 2015
GOV 366 Seminar in Political Theory
*The Political Theory of Michel Foucault*

This course examines the work of Michel Foucault (1926–84), French philoso-
pher, social critic, historian and activist, and generally acknowledged as one of
the most influential of the thinkers whose work is categorized as poststructur-
alist. 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 postmodernity. We explore the theoreti-
cally 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 si-
multaneously advance and critique much of the canon of political theory. Pre-
requisite: Completion of Gov 100 and one other upper division political theory
course or permission of the instructor. [S] Credits: 4

Gary Lebring
Offered Spring 2015

Cross-Listed Courses

EAS 210 Colloquium: Culture and Diplomacy in Asia

[S] Credits: 4
* Dennis Yasutomo
Offered Spring 2015

FYS 142 Reacting to the Past

[H] [WI] Credits: 4
* Joshua Birk
Offered Fall 2014

Special Studies

GOV 404 Special Studies
Admission for majors by permission of the department.
Credits: 4
Instructor: TBA
Offered Fall 2014, Spring 2015

GOV 408D Special Studies
Admission for majors by permission of the department.
Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015
The Major


The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

• 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.

• Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.

• No more than two courses taken at the 100-level may count toward the major.

• Geographic breadth: among the 11 semester courses counting toward the major, there must be at least one course each in three of the following geographic regions: Africa; East Asia and Central Asia; Europe; Latin America; Middle East and South Asia; North America.

Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement. Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or world history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

The S/U grading option is not allowed for courses counting toward the major.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in study abroad programs.

Adviser for Study Away: Jeffrey Ahlman

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: Elizabeth Pryor

HST 430D Honors Project
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

HST 431 Honors Project
Credits: 8
Offered Fall 2014

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

Graduate

HST 580 Special Problems in Historical Study
Arranged individually with graduate students.
Credits: 4
Offered Fall 2014, Spring 2015

HST 590D Research and Thesis
This is a full-year course.
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

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.
100-Level Courses

AAS 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 is given to how Africans influenced virtually every aspect of U.S. society; slavery and Constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey, and the rise and fall of racial segregation in the U.S. (H) Credits: 4
Louis Wilson
Offered Fall 2014

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 look at how individuals respond to and are shaped by larger historical movements. (H) Credits: 4
Marnie Anderson
Offered Fall 2014, Fall 2015

FYS 142 Reacting to the Past
Reacting to the Past is 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 that 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 postmortem 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=lUqSnPHoUQ (H) (WI) Credits: 4
Joshua Birk
Offered Fall 2014

HST 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.

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. Enrollment limited to first-year students and sophomores. (H) Credits: 4
Darcy Buerkle
Offered Spring 2016

200-Level Courses

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

HST 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 sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. (H) Credits: 4
Richard Lim
Offered Spring 2015, Spring 2016

HST 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) Credits: 4
Richard Lim
Offered Fall 2015

HST 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) Credits: 4
Richard Lim
Offered Spring 2016

HST 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) Credits: 4
Richard Lim
Offered Fall 2014

HST 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; paupers, Christians and Jews in late Antiquity. (H) Credits: 4
Richard Lim
Offered Spring 2015
HST 206 (C) Aspects of Ancient History
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) Credits: 4
Richard Lim
Offered Fall 2015

Islamic Middle East

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) Credits: 4
Nadya Shalti
Offered Fall 2015

HST 209 (C) Aspects of Middle Eastern History
Madrasas, Missionaries and Modernities: Education in Middle Eastern History
This course examines Islamic, missionary and colonial educational institutions and content, and the rise of nationalist systems of pedagogy in the modern history of the Middle East. How did being “educated” change over time? What impact did the shift from an oral to written tradition have on different societies? How is education related to notions of upbringing, knowledge and culture? We will examine how competing notions of “modern” education influenced the rise of “secular,” Islamist, and Western-oriented pedagogies; the role of the intellectual, social, political and cultural capital of language; and the significance of education in the contemporary Middle East. (H) (S) Credits: 4
Nadya Shalti
Offered Spring 2015

East Asia

HST 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) Credits: 4
Daniel Gardner
Offered Fall 2014, Fall 2015

HST 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) Credits: 4
Daniel Gardner
Offered Spring 2015, Spring 2016

HST 214 (C) Aspects of Chinese History
The World of Thought in China
Readings from the major schools of Chinese thought, such as Confucianism, Daoism, Legalism and Buddhism. Consideration is also given to the relevance of these traditional teachings in contemporary China. As China moves away from Marxism-Leninist ideology, is there a place for a renewed Confucianism? As the Chinese become more ecologically concerned, will they draw on the concepts and vocabulary of Daoism and Buddhism? How do views of the relationship between body and cosmos in traditional teachings influence medical practices in China today? (H) (L) Credits: 4
Daniel Gardner
Offered Spring 2015

HST 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) Credits: 4
Marnie Anderson
Offered Fall 2015

HST 219 (C) Race, Religion and Nation in Modern East Asia, 1500–Present
As their nations struggled to find their places in a new world order dominated by the West, East Asians saw the variety, visibility and impacts of religion explode in their everyday lives. From European Jesuits in China to American Protestants in Japan to Japanese Buddhists in Korea to the place of religion in racial and national identity formation and state building, religion has been a powerful factor in modern East Asia over the past five centuries. To understand these developments, we read from a broad range of sources that illustrate East Asian religious heterogeneity and its intellectual, sociocultural and political repercussions. (E) (H) Credits: 4
Instructor: TBA
Offered Spring 2015

EAS 220 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 considers 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 considers China’s traditional attitudes toward nature and the environment and ask what role those attitudes play today. Limited to 18. \{H\}[N][S] Credits: 4

Daniel Gardner
Offered Fall 2014, Spring 2016

HST 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\} Credits: 4

Marnie Anderson
Offered Fall 2014

HST 221 (L) Samurai to Sony: The Rise of Modern Japan
Japan from the Tokugawa period to its occupation by the United States and the “economic miracle.” Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. \{H\} Credits: 4

Marnie Anderson
Offered Spring 2016

HST 223 (C) Women and Gender in Japanese History
Women in Japanese History From Ancient Times to the 19th Century
The dramatic transformation in gender relations is a key feature of Japan’s premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the seventh through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context that have affected women’s and men’s lives. \{H\}[S] Credits: 4

Marnie Anderson
Offered Fall 2015

Europe

History 224, 225 and 226 form an introductory sequence in medieval history.

HST 224 (L) History of the Early Middle Ages, 400–1000
The Mediterranean world from the fall of Rome to the age of conversion. The emergence of the Islamic world, the Byzantine state and the Germanic empire. Topics include the monastic ideal, Sufism and the cult of saints; the emergence of the papacy, kinship and kingship; Charlemagne and the Carolingian renaissance, the high caliphate, and the continuation of the Eastern Roman Empire; literacy and learning. The decline of public authority and the dominance of personal power in societies built on local relations. \{H\} Credits: 4

Joshua Birk
Offered Fall 2014, Spring 2016

HST 225 (L) Making of the Medieval World, 1000–1350
From the High Middle Ages through the 15th century. Topics include cathedrals and universities, struggles between popes and emperors, pilgrimage and popular religion, the Crusades and Crusader kingdoms, heresy and the Inquisition, chivalry and Arthurian romance, the expansion and consolidation of Europe, and the Black Death and its aftermath. \{H\} Credits: 4

Joshua Birk
Offered Spring 2015

HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 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\} Credits: 4

Joshua Birk
Offered Fall 2015

HST 227 (C) Aspects of Medieval European History
Crusade and jihad: Religious Violence in the Islamo-Christian Tradition
This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. \{H\} Credits: 4

Joshua Birk
Offered Spring 2015

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 the 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. \{H\} Credits: 4

Joshua Birk
Offered Spring 2016

HST 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\} Credits: 4

Serguei Glebov
Offered Spring 2016

HST 241 (L) Soviet Union in the Cold War
Focuses on the history of the Soviet Union during the “greater Cold War,” that is, between World War II and the disintegration of the USSR. Touches on foreign policy developments but main focus is on the social, political and economic processes and cultural developments inside the USSR itself. Explores Soviet history in the second half of the 20th century through historical works and a range of primary sources. Topics include the post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent \{H\} Credits: 4

Instructor: TBA, Spring 2015

Serguei Glebov; Fall 2015
Offered Spring 2015, Fall 2015

HST 243 (C) Reconstructing Historical Communities
How much can historians learn about the daily lives of the mass of the population in the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families,
congregations, guilds, and factions in a German town amid the religious controversy and political revolution of the 1840s. Enrollment by permission of the instructor. (H) [S] Credits: 4
Ernest Benz
Offered Spring 2016

HST 248 (C) The French Revolution as Epic
Cultural and social interpretations of the fundamental event in modern history. The staging of politics from the tribune to the guillotine. History as a literary art in prose, poetry, drama and film. Focus on Paris 1787–95. Enrollment by permission of the instructor. (H) [L] Credits: 4
Ernest Benz
Offered Fall 2015

History 249, 250, and 251 form an introductory sequence in modern European history.

HST 249 (L) Early Modern Europe 1600–1815
A survey of the ancien régime. On behalf of the central State, war-making absolutists, Enlightened philosopher and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. (H) Credits: 4
Ernest Benz
Offered Fall 2014

HST 250 (L) Europe in the 19th Century
1815–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. (H) Credits: 4
Ernest Benz
Offered Spring 2015

HST 251 (L) Europe in the 20th Century
Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. (H) Credits: 4
Ernest Benz
Offered Fall 2015

HST 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) Credits: 4
Darcy Buerkle
Offered Fall 2015

HST 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) Credits: 4
Darcy Buerkle
Offered Fall 2014, Spring 2016

HST 254 (C) 19th-Century European Thought
Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Goethe, Schopenhauer, Burchhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. Enrollment by permission of the instructor. (H) [S] Credits: 4
Ernest Benz
Offered Spring 2015

JUD 284 (C) The Jews of Eastern Europe, 1750–1945
The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern national-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. (H) Credits: 4
Justin Cammy
Offered Spring 2015

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) Credits: 4
Justin Cammy, Ernest Benz
Offered Spring 2016

Africa

AAS 218 History of Southern Africa (1600 to about 1900)
The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Nambia, Angola and Lesotho, is very complex. In addition to developing a historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural and economic inter-relationships between various ethnic groups, cultures and political forces that have evolved in Southern Africa since about 1600. (H) Credits: 4
Louis Wilson
Not Offered this Academic Year

HST 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 metaphorical 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) Credits: 4
Jeffrey Abelman
Offered Fall 2014

HST 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 includes 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} Credits: 4
Jeffrey Ahlman
Offered Fall 2014

HST 258 (L) 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 the construction of ethnic identities, abolition and enslavement, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H} Credits: 4
Jeffrey Ahlman
Offered Spring 2015

HST 259 (C) Aspects of African History
Decolonization, Nation and Political Imagination in Africa
This course explores the politics of decolonization and nationalism in 20th-century Africa, while paying particular attention to the ways in which diverse groups of Africans—women, ethnic and racial minorities, political exiles, youth, and expatriates, among others—articulated their unique views of the “nation” as they made the transition from colonial to self-rule. Key topics include issues of resistance and collaboration in African anticolonial movements, gender and popular culture in late colonial and postcolonial Africa, the Cold War, and the promise and disappointment of the postcolonial state. Enrollment limited to 18 students. {H} Credits: 4
Jeffrey Ahlman
Offered Fall 2014

AAS 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} Credits: 4
Louis Wilson
Offered Fall 2014

Latin America

AAS 202 Topics in Black Studies
Children in the Atlantic World
Throughout the African diaspora in the Atlantic World, children were active participants in maintaining slave economies. They began working on plantations from as early as the age of 6. In the aftermath of Emancipation (both in the U.S.A. and Caribbean contexts) children’s labor continued to play an important role in the economic stability of family life as well as in the hope for social and economic mobility. This course explores evolving definition of childhood by using the experiences of children belonging African American and Anglo Afro-Caribbean communities to examine how their lives were shaped by those around them, as well as by poverty, illness, race, gender and class. Students engage both secondary and primary sources in the thematic reconstruction of “childhood” in the African diaspora from slavery to the First World War. {E} Credits: 4
Shani Roper
Offered Fall 2014

HST 260 (L) Colonial Latin America, 1492–1825
Same as LAS 260. 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} Credits: 4
Ann Zulawski
Offered Fall 2014, Fall 2015

HST 261 (L) National Latin America, 1821 to the Present
Same as LAS 261. A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. {H} Credits: 4
Ann Zulawski
Offered Spring 2015, Spring 2016

United States

History 264, 265, 266 and 267 form an introductory sequence in United States history.

AAS 202 Topics in Black Studies
Children in the Atlantic World
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Shani Roper
Offered Spring 2015

AMS 203 Women, Sex and Gender in Early America
This course studies early America (1500–1820) with an explicit focus on the history of women while also considering changes in meanings and definitions of gender and sexuality over time. In addition to analyzing primary documents written by and about women, we consult the work of recent scholars in the fields of early American history, women’s history, and gender and sexuality studies to help us interpret these voices from the past. The focus on women, gender and sex/sexuality will prompt us to rethink the major issues in early American history, such as contact, colonization, slavery, and freedom. {E} Credits: 4
Christen Mucher
Offered Fall 2014

HST 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 Dred Scott decision. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans,
immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States. {H} Credits: 4  
Elizabeth Pryor  
Offered Fall 2014, Fall 2015

HST 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; African American activism and resistance; abolitionism; gender and power; 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} Credits: 4  
Elizabeth Pryor  
Offered Spring 2015, Spring 2016

HST 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} Credits: 4  
Robert Weir, Spring 2015  
Jennifer Guglielmo, Spring 2016  
Offered Spring 2015, Spring 2016

HST 270 (C) Aspects of American History  
Anatomy of a Slave Revolt  
During slavery, white Americans, especially U.S. slaveholders, feared the specter of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat Turner proved that slaves often fought back. Yet the central historiographical question remains: why didn’t U.S. slaves overthrow enslavement like Haitian slaves did on Santo Domingo? Enslaved people challenged slavery in a variety of ways including violence, revolts, maroon communities, trucancy, passing, suicide and day-to-day resistance. This course examines the primary documents and contentious historical debates surrounding the import of slave resistance, primarily in the American South. Students examine slave societies, theories on race, gender, sexuality and resistance, as well as modern literature and film to investigate violent and nonviolent resistance and how they are memorialized both in history and in the popular imagination. {H} Credits: 4  
Elizabeth Pryor  
Offered Spring 2015

Slavery in the Atlantic World  
Historical debates surrounding slavery, diaspora, gender and social identity, particularly of African-descended people, throughout the Atlantic world, tracing the experiences of black people from Western Africa and the Middle Passage to the British colonies, the United States, Haiti and the British Isles. A focus on enslavement in the United States but also on forced laborers throughout the larger Atlantic World. Particular attention to the historiography of slavery, including methodology, African cultural rejections as well as questions of agency, resistance and humanity. In contrast to historical renderings of slavery, students also read descriptions from enslaved people themselves. {H} Credits: 4  
Elizabeth Pryor  
Offered Spring 2016

HST 278 (L) Women in the United States Since 1865  
Survey of women’s and gender history with focus on race, class and sexuality. Draws on feminist methodologies to consider how study of women’s lives changes our understanding of history, knowledge, culture, and the politics of resistance. Topics include labor, racial formation, empire, im/migration, popular culture, citizenship, education, religion, medicine, war, consumerism, feminism, queer cultures and globalizing capitalism. Emphasis on class discussion and analysis of original documents with short lectures. {H} Credits: 4  
Jennifer Guglielmo  
Offered Fall 2014, Fall 2015

HST 280 (C) Inquiries into United States Social History  
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} Credits: 4  
Jennifer Guglielmo  
Offered Spring 2016

AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America  
This interdisciplinary colloquial course explores 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 is 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} Credits: 4  
Shani Roper  
Offered Fall 2014

HST 289 (C) Aspects of Women’s History  
Women and Higher Education: Smith College in Historical Context  
What did a college education mean to the first generations of Smithies? How did students’ experiences vary according to their race, religion and class? How did college alter their ideas about what it meant to be a woman (in terms of work, sports, dress, politics, sexuality and social life)? This course explores the history of Smith College in a broader American and European context, with a focus on the changing identity and experiences of the first three generations of Smith students, from 1875 to 1990. Sources include students’ letters, diaries and scrapbooks from the College Archives. Fulfills requirements for the archives concentration and Women’s Education Concentration. Enrollment limited to 18. {H} Credits: 4  
Jennifer Hall-Witt  
Offered Spring 2015

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, Mass. Admission by permission of the instructor. {A}{H} Credits: 4  
Barbara Mathews  
Offered Spring 2015

Seminars

LAS 301 Seminar: Topics in Latin American and Latino/a Studies  
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 begins in about 1850 and examines slavery, race, colonialism and independence in both countries. It then concentrates on the experiences of Puerto Rico and Cuba after 1898, in the “American Century,” and explores how one became the only socialist country in the Americas and the other a U.S. territory. Our study is shaped by political and social history, and it uses literature, music, film and analysis of race and gender to understand these two interrelated stories. [H] [S] Credits: 4

Ann Zulawski
Offered Fall 2014

HST 307 Problems in Middle East History

The Middle East and World War One
The Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal moment cemented new imaginings of both nation and state, with consequences for population movements; changing political compasses; and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism and Islamism, as well as peasant, labor, communist and women’s movements. We will examine primary sources including diplomatic and political documents, memoirs, the press, photographs and film. [H] Credits: 4

Nadya Sbaiti
Offered Spring 2016

HST 355 Topics in Social History

Debates in the Historiography of Gender and Sexuality
[H] [S] Credits: 4

Darcy Buerkle
Offered Fall 2014

Women and Gender in Post 1945 Europe
[H] Credits: 4

Darcy Buerkle
Offered Fall 2015

HST 361 Seminar: Problems in the History of Spanish America and Brazil

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] Credits: 4

Ann Zulawski
Offered Fall 2015

HST 371 Seminar: Problems in 19th-Century United States History

Remembering Slavery: A Gendered Reading of the WPA Slave Interviews
Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Students write an original research paper using the WPA interviews as their central source. [H] Credits: 4

Elizabeth Pryor
Offered Fall 2014, Fall 2015

HST 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 research, analyze and write a 20–25 page research paper on a topic of their own choosing. [H] Credits: 4

Jennifer Guglielmo
Offered Fall 2014, Fall 2015

HST 390 Seminar: 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] Credits: 4

Peter Gunn
Offered Fall 2014

HST 400 Special Studies
By permission of the department. Credits: 1 to 4

Instructor: TBA
Not Offered This Academic Year
History of Science and Technology

Advisers
David Dempsey, Museum of Art
Robert Dorit, Professor of Biological Sciences
Craig M. Felton, Professor of Art
Nathanael Alexander Fortune, Professor of Physics
Albert G. Mosley, Professor of Philosophy
Douglas Lane Patey, Professor of English Language and Literature
Jeffry Lee Ramsey, Associate Professor of Philosophy, Director
Dale Renfro, Instructor, Clark Science Center – Center for Design/Fabrication

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.

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 is 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] Credits: 4
Douglas Patey
Offered Spring 2015

HSC 211 Perspectives in the History of Science
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 are drawn from primary and secondary sources. [H] [N] Credits: 4
Jeffry Ramsey
Not Offered this Academic Year

HSC 404 Special Studies
Credits: 4
Instructor: TBA
Offered Fall 2014, Spring 2015

Cross-Listed Courses

ANT 135 Introduction to Archaeology
Same as ARC 135. 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-year students and sophomores. Enrollment limited to 30. [N] [S] Credits: 4
Elizabeth Klarich
Offered Fall 2014, Fall 2015

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. [N] [S] Credits: 4
Donald Joralemon
Offered Fall 2014, Fall 2015

CHM 100 Perspectives in Chemistry
Chemistry of Art Objects
In this museum-based course, chemistry is 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 are 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] Credits: 4
Elizabeth Jamieson, David Dempsey
Offered Spring 2015
Interterm Courses Offered for Credit

A schedule of important dates and course information applicable to January Interterm is issued by the Registrar's Office prior to pre-registration in the fall.

ARX 104 Becoming a College Woman: Re-seeing Gender at Smith, 1880–1901
Credits: 1

ARX 105 Class Matters: Organizing for Social Justice
Credits: 1

BAX 140 Perspectives on Book Studies
Credits: 1

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
Credits: 3

EAL 115 Kyoto Then and Now
Credits: 2

GEO 223 Geology of Hawaiian Volcanoes
Credits: 1

IDP 100 Critical Reading and Discussion
Credits: 1

IDP 150 Introduction to AutoCAD
Credits: 1

IDP 151 Introduction to SolidWorks
Credits: 1

IDP 155 Innovation and Entrepreneurship
Credits: 1

IDP 156 Introduction to Entrepreneurship
Credits: 1

IDP 250 Applied Design and Prototyping: Design It! Make It!
Credits: 1

QSK 103 Math Skills Studio
Credits: 2

MTH 103 Math Skills Studio
Credits: 2

ESS 945 Physical Conditioning
Credits: 1
Italian Language and Literature

Professors
Anna Botta, Ph.D., Chair (Italian and Comparative Literature)
Giovanna Bellesia, Ph.D.
Alfonso Procaccini, Ph.D.

Visiting Faculty
Emil Michael Papio, University of Massachusetts

Lecturers
Maria Succi-Hempstead, M.A.
Bruno Grazioi, M.A.
Simone M Gugliotta, M.A.

Students planning to major in Italian and/or intending to spend their junior year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the 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.

The Major in Italian Language and Literature

Advisers: Giovanna Bellesia, Anna Botta

Advisers for Study Abroad: Giovanna Bellesia, Anna Botta

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—ITL 251 Survey II and Stylistics.

The following courses are compulsory for majors not attending the Study Abroad in Florence: ITL 250, 231, 251 or permission of the department.

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. (Exceptions will be made in the academic years when the Boccaccio course is not being offered; majors should consult with their department adviser and obtain her/his approval to have another course count instead of the Boccaccio course.)

No course counting for the major can be taken S/U.

The rest of the courses can be chosen among the following: 338, 341, 342, 343, 344, 346, 348, 400, 404, 430d, CLT 204 (Topic: Mediterraneans), CLT 305 (Topic: The Postmodern Novel), CLT 340. (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 language and literature 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 500.

The Major in Italian Studies

Advisers: Giovanna Bellesia, Anna Botta

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 or permission of the department.

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:

Stylistics (offered only in Florence).

ITL 250 and 251 or permission of the department.

Three (nonlanguage) courses taken in the Italian department on campus 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 or CLT 340) 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. Only courses whose main focus is on Italian culture can count for the Italian studies major.

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, Anna Botta

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: Anna Botta

ITAL 430D Honors Project
This is a full-year course. Credits: 8
Giovanna Bellesia, Anna Botta
Offered Fall 2014, Spring 2015

Honors in Italian Studies

Director: Anna Botta

ITS 430D Honors Project
This is a full-year course. Credits: 8
Giovanna Bellesia, Anna Botta
Offered Fall 2014, Spring 2015

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

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.

ITAL 110Y Elementary Italian
One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220, ITL 230 and ITL 231 (in exceptional cases) the following year. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session.

Enrollment limited to 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. Yearlong courses cannot be divided at midyear with credit for the first semester. (F) Credits: 10
Maria Succi-Hempstead, Simone Gugliotta, Fall 2014
Bruno Grazioli, Maria Succi-Hempstead, Spring 2015
Offered Fall 2014, Spring 2015

ITAL 111 Accelerated Elementary Italian
One-semester course designed for students who might have missed the opportunity to take our highly recommended yearlong ITL110y course. It covers the material of ITL110y in one semester. Three class meetings per week, plus required weekly multimedia work and a discussion session. Preference is given to all first-year students planning to go to Italy for their junior year. Students should enroll in ITL220 (or ITL230 in exceptional cases) the following semester. This course doesn’t fulfill the language requirement for Latin honors because it is a one-semester introductory language course and two-semesters of an introductory language course are needed to fulfill that requirement according to the college. However, it could be combined with a higher level course (such as ITL 220) to fulfill that requirement. Enrollment limited to 20. Credits: 5
Maria Succi-Hempstead
Offered Spring 2015

ITAL 135 Elementary Italian Conversation
Designed to support beginning Italian students and improve their conversational skills. This course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class discussions, role-playing, and short oral presentations. Prerequisite for the fall course: one semester of ITL110 or placement exam to ensure correct language level. Permission of the instructor required. Enrollment limit of 12 students per section. Credits: 2
Bruno Grazioli
Offered Spring 2015

ITAL 220 Intermediate Italian
Offered Spring 2015

ITAL 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) Credits: 5
Bruno Grazioli
Offered Fall 2014

ITAL 230 High Intermediate Italian
Offered Fall 2014

ITAL 235 Intermediate Italian Conversation
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) Credits: 5
Maria Succi-Hempstead
Offered Fall 2014

ITAL 235 Intermediate Italian Conversation
Designed to support Beginning Italian students in improving their conversational skills, this course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class discussions, role-playing, and
short oral presentations. Prerequisite for the fall course: one semester of ITL 110 or placement exam to ensure correct language level. (F) Credits: 2
Bruno Grazioli
Offered Fall 2014, Spring 2015

ITL 275 Advanced Italian Conversation
This course is designed to help advanced Italian students maintain their level of spoken language while at the same time further their knowledge of contemporary Italian society and culture. It enables students to express themselves with an advanced degree of fluency and naturalness as well as appropriate use of formal and/or informal register. Prerequisite: Italian Stylistics for the fall course or placement exam to ensure correct language level. Permission of the instructor required. Enrollment limited to 12 students per section. (F) Credits: 2
Bruno Grazioli
Offered Fall 2014

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 200, 205, 248 and 252 or FYS 161 and 185 because they are conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian, and permission of the instructor

ITL 200 Made in Italy: Italian Design and World Culture
Brilliantly articulated in the expression La Bella Figura, a way of life emphasizing beauty, aesthetics and image, Italian culture is internationally renowned for its attention to quality and craftsmanship. Following a chronological development, from Unification to Fascism, to post-war economic reconstruction, to counter-cultural movements, up to today’s multinational and corporate companies, students learn how Italian traditional artistic and craft excellence was negotiated with technological modernization and the creation of a mass-consumer society. By looking at Italy’s achievements in sectors such as fashion, interior design, automobiles, architecture and advertising, students will learn how, in the course of a century, designers, stylists and industrialists played a critical role in manufacturing an iconic Italian image made of luxury and glamour appealing to domestic and international consumers. Taught in English. Graded S/U only. (A) (L) Credits: 2
Bruno Grazioli
Offered Fall 2014

ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture
The course examines Italy’s varied geography, history and artistic tradition to further appreciate Italy’s rich, delicious, yet simple cuisine. In our travels we 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) Credits: 2
Giovanna Bellesia
Offered Spring 2015

ITL 252 Dante: *Divina Commedia—Inferno*
Detailed study of Dante’s *Inferno* in the context of his other works. Conducted in Italian. (F) (L) Credits: 4
Emil Michael Papio
Offered Fall 2014

ITL 344 Senior Seminar: Italian Women Writers
*Women in Italian Society: Yesterday, Today and Tomorrow*
This course provides an in-depth look at the changing role of women in Italian society. Authors studied include Sibilla Aleramo, Natalia Ginzburg, Dacia Maraini and Elena Ferrante. A portion of the course is dedicated to the new multicultural and multiethnic Italian reality with a selection of texts written during the last 10 to 15 years by contemporary women immigrants. Limited enrollment. Permission of the instructor required. Conducted in Italian. (F) (L) Credits: 4
Giovanna Bellesia
Offered Spring 2015

Cross-Listed Courses

None for 2014–15.
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.

The Major

Advisers: Ernest Benz, Justin Cammy, Joanna Caravita, Lois Dubin, Joel Kaminsky, Ellen Kaplan (on sabbatical), Jocelyne Kolb

The major in Jewish Studies comprises 12 semester courses (48 credits).

A. Basic Requirements

1. Basis: JUD 125 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

Eight courses from the four categories Language, Classical Texts, History Politics and Thought, and Literature and the Arts. Of these eight, at least one course must fall within classical texts, at least one course within history, politics and thought, and at least one course within literature and the arts.

Students can expect advisers to work closely with them to select courses that cover the chronological sweep of Jewish civilization.

C. 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 325) or a research-intensive JUD 400 Special Studies.

Additional Guidelines

1. No course counting toward the major shall be taken for an S/U grade.

2. In addition to JUD 100y and JUD 125, no more than two courses at the 100-level shall count toward the major.

3. Although JUD 100y is the minimum language 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 or JUD 201 Readings in Modern Hebrew Language; 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.

4. Courses 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. Normally, at least seven of the courses toward the major shall be taken at Smith College.

5. 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, when such courses offer a broader comparative framework for Jewish studies. In such cases, the student writes at least one of her assignments for the course on a Jewish studies topic.

6. Jewish studies is an interdisciplinary major; normally no more than seven of a major's courses shall be from the same academic department.

Honors

Director: Ernest Benz

JUD 430D Honors Project

Full year course offered each year.
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

Requirements for the honors major: 12 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 g.p.a. 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 website 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:

1. A total of five courses: JUD 125 or JUD 100y, as the basis of the minor;
2. Four additional courses distributed over at least three of the four areas of Jewish studies (language, classical texts, history politics 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 Abroad

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 website 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  Jewish Civilization

II. Language

JUD 100Y  Elementary Modern Hebrew
JUD 200  Intermediate Modern Hebrew
JUD 201  Readings in Modern Hebrew Language

III. Classical Texts

FYS 117  The Bible and the Public Square
REL 162  Introduction to the Bible I
REL 211  Wisdom Literature and Other Books from the Writings
REL 213  Prophecy in Ancient Israel
REL 214  Virgins, Vamps and Viragos: Women in the Hebrew Bible
REL 216  Archaeology and the Bible
REL 310  Sibling Rivalries: Israel and the Other in the Hebrew Bible
REL 310  Job’s Argument With God in Ancient and Modern Contexts
REL 310  The Book of Judges

IV. History, Politics, and Thought

FYS 105  Jerusalem
FYS 163  The Holy Land
GES 301  Jerusalem
GOV 229  Government and Politics of Israel
GOV 248  The Arab-Israeli Dispute
GOV 323  Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
HST 350  Gender and Histories of the Holocaust
JUD 235  Perspectives on Israeli History
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

V. Literature and the Arts

CLT 214  Literary Anti-Semitism
CLT 218  Holocaust Literature
CLT 231  American Jewish Literature
CLT 277  Modern Jewish Fiction
ENG 230  American Jewish Literature
FYS 186  Israel: Texts and Contexts
GER 230  Nazi Cinema
GER 241  Jews in German Culture
JUD 110J  Introduction to Yiddish
JUD 236  Documentary Film in Contemporary Israel
JUD 237  Forbidden Love: Cinematics of Desire in Israel and Beyond
JUD 362  Punchline: The Jewish Comic Tradition
JUD 362  Yiddish Film
SPN 246  Jewish Presence in Latin American Literature and Film
THE 241  Staging the Jew

VI. Special Studies

JUD 400  Advanced research or language study, conducted by a faculty member appointed in Jewish studies.

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 174  The Muslim World in the Age of the Crusades: Encounters, Influences and Lasting Legacies
HST 203  Alexander the Great and the Hellenistic World
HST 205  The Roman Empire
HST 208  The Making of the Modern Middle East
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 106  Women and Religion
REL 215  Introduction to the Bible II
SPN 332  Seminar: The Middle Ages Today

Basis

JUD 125  Jewish Civilization

Same as REL 225. 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 2015 is Food and Foodways. 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} Credits: 4

Lois Dubin

Offered Spring 2015
Language

JUD 100Y Elementary Modern Hebrew
A yearlong introduction to modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking, and listening. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. This course involves regular collaboration with students from the Introduction to Modern Hebrew course at Mount Holyoke College. No previous knowledge of modern Hebrew is necessary. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish Studies. JUD 100y is required for students wishing to study abroad in Israel. Yearlong courses cannot be divided at midyear with credit for the first semester. [F] Credits: per semester, 10 for yearlong course
Joanna Caravita
Offered Fall 2014, Spring 2015

JUD 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. In fall 2014 Intermediate Modern Hebrew is offered at Mount Holyoke College by Joanna Caravita. [F] Credits: 4
Joanna Caravita
Offered Fall 2015

Classical Texts

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] Credits: 4
Joel Kaminsky
Offered Fall 2014

REL 213 Prophecy in Ancient Israel
A survey of the institution of prophecy and the individuals who functioned as prophets in the Hebrew Bible. Emphasis on the following issues: What types of people became prophets? What did prophets speak about? What role did prophets play in society? Did prophets deliver different or even conflicting messages? Can one tell a true from a false prophet? [H] [L] Credits: 4
Joel Kaminsky
Offered Spring 2015

REL 310 Seminar: Hebrew Bible
Sibling Rivalries: Israel and the Other in the Hebrew Bible
This course examines the biblical idea of divine election, the notion that God specially favors certain individuals and nations, a notion that sits at the heart of ancient Israel’s theological self-understanding. Beginning with the narratives of sibling rivalry in Genesis and then turning to other relevant texts from the Hebrew Bible (read in English), as well as on occasion from the New Testament and rabbinic literature, we will explore how the Hebrew Bible conceives of election, what it entails for those chosen and what this implies about the three-way relationship among God, Israel and the nations of the world. Prerequisite: REL 162, REL 215, any other college-level Bible course, or permission of the instructor. Enrollment limited to 12. [H] [L] Credits: 4
Joel Kaminsky
Offered Spring 2015

FYS 117 The Bible and the Public Square
We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. [H] [L] [W] Credits: 4
Joel Kaminsky
Offered Fall 2014

History, Politics and Thought

JUD 235 Perspectives on Israeli History
Explores key issues in the political, social and cultural history of Zionism and the State of Israel, as examined through a specific topic of current interest. Discussions over controversies in historiography may be amplified by exploring the ways in which public memory is consistently reshaped through film, museums, and/or literary texts that challenge existing historical narratives. No prerequisites. [H] Credits: 4
Justin Cammy
Offered Spring 2016

JUD 284 (C) The Jews of Eastern Europe, 1750–1945
The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. [H] Credits: 4
Justin Cammy
Offered Spring 2015

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] Credits: 4
Justin Cammy, Ernest Benz
Offered Fall 2016

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] Credits: 4
Lois Dubin
Offered Fall 2014

SPN 245 Topics in Latin American and Peninsular Studies

Topic: Jewish Women of the Muslim Mediterranean
This course examines the experiences of Jewish women in al-Andalus and North Africa from the Middle Ages until today. Discussions will focus on Jewish women’s literary and cultural contributions to predominantly Muslim societies, primarily in the western Mediterranean. Students are also invited to think critically about concepts such as “tolerance” and “dhimma,” as well as what it means to be a woman and a religious minority in mostly-Muslim countries. Course taught in Spanish. Prerequisite: SPN 220 or above, or permission of the instructor. Cannot be repeated for credit. Enrollment limited to 19. [A][F] Credits: 4
Ibtissam Bouachrine
Offered Fall 2014

Literature and the Arts

JUD 110j Introduction to Yiddish
An introduction to the culture of Yiddish, the 1,000-year old language of European Jews and their global diaspora. Discussion of short stories, drama, film and manifestations of Yiddish popular culture with an eye on ethnic performance, translation and Yiddish as portable homeland. Classes are held daily at the Yiddish Book Center on the campus of Hampshire College, where students engage directly with the resources of the largest Yiddish book collection in the world. Enrollment limited to 20 students. No prerequisites. [H][L] Credits: 4
Justin Cammy
Offered Interterm 2015

JUD 362 Seminar in Modern Jewish Literature and Culture

Punchline: The Jewish Comic Tradition
What makes a Jewish joke? Is it about self-deprecation? The deflation of majority culture? Finding humor in tragedy? Explores the evolution of modern Jewish humor, from Yiddish folk types to the influence of Jewish standup comedians, writers and performers on post-war American popular culture. What do contemporary American comic masters such as Philip Roth, Mel Brooks, Woody Allen, Sarah Silverman, Larry David and the Coen Brothers have in common with European precursors such as Sholem Aleichem and Kafka? Also includes critical theories of humor by Freud and Bergson. Sophomores welcome to apply for admission. [L] Credits: 4
Justin Cammy
Offered Spring 2015

CLT 218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature written in extremis in ghettos, concentration/extermination camps or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, film, monuments, museums) and critical theory of representation. All readings in translation. [L] Credits: 4
Justin Cammy
Offered Fall 2014

FYS 186 Israel: Texts and Contexts
What is the role of the writer in the construction of a nation’s founding myths and interpretation of its present realities? Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution. Focuses on efforts to negotiate tensions between sacred and secular; exile and homeland; language and identity; Arab and Jew; and Israel’s self-definition as a democratic and Jewish state. Reading of fiction and poetry complemented by discussion of historical documents, popular culture and landscape. Intended for students with an interest in the relationship between literature and politics. This course counts toward the comparative literature and Jewish studies majors and the Middle East studies minor. Enrollment limited to 16 first-year students. [L][WI] Credits: 4
Justin Cammy
Offered Fall 2014

Special Studies

JUD 400 Special Studies
Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015
Landscape Studies

Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, Director
Reid W Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies
Steven Thomas Moga, Assistant Professor of Landscape Studies
Carolina Aragon, Lecturer in Landscape Studies

Associated Faculty
Dean Flower, Ph.D., Professor of English Language and Literature
Alice Hearst, Ph.D., Professor of Government
Barbara A. Kellum, Ph.D., Professor of Art
Michael Marcotrigiano, Ph.D., Professor of Biological Science and Director of the Botanic Garden
Andrew John Guswa, Ph.D., Professor of Engineering and Director of CEEDS (Center for the Environment, Ecological Design and Sustainability)
James Middlebrook, M.Arch., Assistant Professor of Art
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Jesse Bellmear, Ph.D., Assistant Professor of Biological Sciences
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology

Landscape studies is a multidisciplinary exploration of the ways in which land becomes a landscape—that is, a cultural as well as physical construction that is both imagined and engineered. The minor offers approaches to the study of cultures, politics and potentials of place, with perspectives from architecture, landscape architecture and planning.

The Minor
The minor consists of six courses (24 credits or more), to be chosen in consultation with a Landscape studies advisor. One course should normally be LSS 300.

Requirements for all minors include:
1. A one-semester introductory course: LSS 105 or an equivalent approved by the program
2. One other non-studio LSS course: LSS 200, 210, 220 (colloquia), 300, or LSS 100 taken twice
3. Biology 120 and 121 [landscape plants and issues + lab], or Biology 122 and 123 (horticulture + lab)

We do not require a studio course, although we strongly recommend at least two studios, including ARS/LSS 389, as well as LSS 300 for any student considering graduate studies in landscape-related fields.

Students select three other courses from the list of related courses (see our website), in consultation with the LSS minor adviser. We encourage you to concentrate these three courses in one of the following areas, in consultation with the minor adviser:

- Landscape design, history and theory (examples: LSS 250 and LSS 300, studio courses, LSS-related courses in art history and literature)
- Land use and development (examples: anthropology; archeology; environmental science and policy; engineering, urban studies, sociology; studio courses)
- Horticulture and plant biology

Advisers
For the Minor: Ann Leone, Hatfield 307; aleone@smith.edu, x3364
For Graduate Programs: Reid Bertone-Johnson, CEEDS 008, rbertone@smith.edu, x3328

LSS 100 Landscape, Environment and Design
Through readings and a series of lectures by Smith faculty and guests, we examine the history and influences out of which landscape studies is emerging. We look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological 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. {A}{H}{S} Credits: 2
Ann Leone, Reid Bertone-Johnson
Offered Spring 2015

LSS 105 Introduction to Landscape Studies
This introductory course explores the evolving and interdisciplinary field of landscape studies. Drawing upon a diverse array of disciplinary influences in the social sciences, humanities and design fields, landscape studies is concerned with the complex and multifaceted relationship between human beings and the physical environment. Students in this course learn to critically analyze a wide variety of landscape types from the scale of a small garden to an entire region, as well as to practice different methods of landscape investigation. It is a course designed to change the way one sees the world, providing a fresh look at everyday and extraordinary places alike. Priority given to first-year students, sophomores, and LSS minors. Enrollment limited to 30. {A}{H}{S} Credits: 4
Steven Moga
Offered Fall 2014

LSS 230 Power, Place, Politics and People: The Contested Urban Landscape
Students in this course investigate the production of the built environment and the landscape of cities, focusing on key actors such as neighborhood activists, real estate developers, city officials and environmentalists, among other advocates and interested parties. Organized thematically and supplemented by readings in urban theory and related fields, the course tackles questions of how urban places are made, why different cities look and feel the way they do, and who shapes the city. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. {H}{S} Credits: 4
Steven Moga
Offered Fall 2014

LSS 240 Cultural Landscapes and Historic Preservation
Debates over the meaning, interpretation and management of unique, artistic, historic and/or culturally significant places will take center stage in this course. Students consider how and why some landscapes and buildings get preserved and protected while others are redesigned, ignored, neglected or demolished. Major themes in the course include continuity and change in the built environment, notions of cultural heritage and the concept of authenticity. Readings include theoretical and historical perspectives on the topic supplemented by case studies and field investigations. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. {H}{S} Credits: 4
Steven Moga
Offered Spring 2015
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\} Credits: 4
\textit{Reid Bertone-Johnson}\n\textbf{Offered Spring 2015}

LSS 260 Visual Storytelling: Graphics, Data and Design
This course is an introduction to graphic communication, the visual representation of ideas and information, for students of diverse backgrounds such as art, architecture, American studies, computer science, economics, engineering, environmental science and policy, government, and sociology. The course includes lectures, readings and exercises on graphic design, typography, layout, information graphics, data visualization and portfolio design. Students are exposed to graphic design software (Adobe Photoshop, Illustrator and InDesign) through exercises that build the skills necessary to complete a design portfolio or an equivalent independent final project showcasing a cohesive visual argument. For students interested in visual communication, data visualization, graphics and portfolio design. Priority given to LSS minors and ARCH majors. {A} Credits: 4
\textit{Carolina Aragon}\n\textbf{Offered Spring 2015}

LSS 288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelist
Same as CLP 288. The work of certain writers—often women and often Wharton, von Arnim and Colette—is categorized as small in scope, narrowly focused and therefore marginal in some ways. Here are questions, based in part on readings in landscape and domestic design theory, that we can ask to help us see their work differently: When and how is it appropriate to juxtapose writers’ biographies on their fiction? How do they represent domestic discord—loss, rage, depression—in their fiction? In particular, how do local landscapes and other domestic spaces—houses, rooms, gardens—figure in this representation? Texts will include novels, short stories, correspondence, excerpts from journals, and other autobiographical writing. Prerequisite: one other literature course at any level, or permission of the instructor. {L} Credits: 4
\textit{Ann Leone}\n\textbf{Offered Spring 2015}

LSS 300 Rethinking Landscape
This capstone course in the study of the built environment brings history and theory alive for those students with interests in diverse fields such as art, architecture, American studies, engineering and the natural sciences. Designed as an advanced-level seminar, it explores key concepts and theoretical debates that have shaped the interdisciplinary field of landscape studies. In particular, students investigate how the field has changed over time and critically consider where it is likely to go in the future. Classic texts from thinkers such as J.B. Jackson, Yi-Fu Tuan, John Stilgoe, Anne Spirn and Dolores Hayden are paired with contemporary critiques and new approaches to the study of space and place. Independent research work and participation in class discussion are strongly 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\} Credits: 4
\textit{Steven Moga}\n\textbf{Offered Spring 2015}

LSS 389 Broad-scale Design and Planning Studio
Note: ARS 388 or ARS 389/LSS 389 will fulfill the ARS 388 advanced studio requirement for Plan C (architecture) of the art major at Smith College. 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 and 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 is spent working on one complex project. Students 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. Note: ARS 388 or ARS 389/LSS 389 will fulfill the ARS 388 advanced studio requirement for Plan C (architecture) of the art major at Smith College. {A} Credits: 4
\textit{Reid Bertone-Johnson, Carolina Aragon}\n\textbf{Offered Fall 2014}

LSS 400 Special Studies
Admission by permission of the instructor and director, normally for seniors. 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. Credits: 1 to 4
\textit{Instructor: TBA}\n\textbf{Offered Fall 2014, Spring 2015}

Cross-Listed Courses

ARS 283 Introduction to Architecture: Site and Space
The primary goal of this studio is to engage in discourse about the built environment through the architectural design process. Design is a process of discovery based on personal experience, the joy of exploration and a spirited intuition. Gaining skills in graphic communication, model making and design composition, students produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. This course asks students to take risks, intellectually and creatively, to foster a keener sensitivity to the built environment as something that can be analyzed and manipulated. 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. Enrollment limited to 24. {A} Credits: 4
\textit{Instructor: TBA}\n\textbf{Offered Fall 2014}

ARS 285 Introduction to Architecture
The goal of this introductory studio is to introduce architecture as a spatial and conceptual declaration of place but also as a tool for launching long-lasting and reciprocating relationships with nature. In this course, sustainability and regenerative design take center stage while students are asked to design for the birth, life and “death” (or recycling) of their projects. This course aspires to develop refreshing and artful architecture that is transformative and exemplary of thought processes and products that can make our world healthier and more resilient. Design projects will be augmented by interdisciplinary lectures, guest critiques and readings as well as an introduction to the digital applications designers use to articulate their ideas. {A} Credits: 4
\textit{Instructor: TBA}\n\textbf{Offered Spring 2015}
ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
This course considers the many ways through which places are constructed, culturally, socially and physically. We examine how to analyze contextual factors and intervene effectively within the complexity of the built environment. A final project involving the examination and manipulation of place and space through modeling and graphic communication will be required. A required fee of $75 to cover group supplied materials and/or printing will be charged at the time of registration. Prerequisites: ARS 283, 285, and two art history courses, or permission of the instructor. Enrollment limited to 12. (A) Credits: 4
James Middlebrook
Offered Spring 2015

Related Courses
(Refer to landscape studies website 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

Anthropology
ANT 230 Peoples and Cultures of Africa
ANT 233 History of Anthropological Theory
ANT 236 Economics, Ecology, and Society
ANT 252 The City and the Countryside in China
ANT 352 Topics in Anthropology

Art History
ARH 101 Approaches to Visual Representation (C)
ARH 140 Introduction to Art History: Western Traditions
ARH 216 The Art and Architecture of the Roman World
ARH 223 Architecture of East Asia
ARH 280 Art Historical Studies
ARH 283 Architecture Since 1945 (L)
ARH 285 Great Cities

Biological Sciences
BIO 103 Economic Botany: Plants and Human Affairs
BIO 120 Horticulture: Landscape Plants and Issues
BIO 121 Horticulture: Landscape Plants and Issues Laboratory
BIO 122 Horticulture
BIO 204 Microbiology
BIO 123 Horticulture Laboratory
BIO 155 Biodiversity, Ecology and Conservation Laboratory
BIO 205 Microbiology Laboratory
BIO 154 Biodiversity, Ecology and Conservation
BIO 202 Cell Biology
BIO 203 Cell Biology Laboratory
BIO 240 Plant Biology
BIO 241 Plant Biology Laboratory
BIO 250 Plant Physiology
BIO 251 Plant Physiology Laboratory
BIO 260 Invertebrate Diversity
BIO 261 Invertebrate Diversity Laboratory
BIO 262 Plant Biology
BIO 265 Plant Biology Laboratory
BIO 264 Plant Diversity and Evolution
BIO 266 Principles of Ecology
BIO 267 Principles of Ecology Laboratory
BIO 268 Marine Ecology
BIO 269 Marine Ecology Laboratory
BIO 270 Microbial Diversity
BIO 272 Plant Ecology
BIO 273 Plant Ecology Laboratory
BIO 274 Plant Ecology
BIO 276 Plant Ecology Laboratory

Chemistry
CHM 108 Environmental Chemistry

Comparative Literature
CLT 234 The Adventure Novel: No Place for a Woman?
CLT 242 What and Where Is Main Street?
CLT 253 Literary Ecology
CLT 100 Introduction to Comparative Literature: The Pleasures of Reading
CLT 274 The Garden: Paradise and Battlefield

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
ECO 324 Seminar

Engineering
EGR 101 Structures and the Built Environment
EGR 315 Ecohydrology
EGR 100 Engineering for Everyone
EGR 319 Groundwater Geology
EGR 330 Engineering and Global Development
English
ENG 238  What Jane Austen Read: The 18th-Century Novel
ENG 382  Readings in American Literature

Environmental Science and Policy
ENV 100  Environment and Sustainability: Notes from the Field
ENV 101  Environmental Integration I: Perspectives
ENV 150  Modeling Our World: An Introduction to Geographic Information Systems
ENV 300  Seminar in Environmental Science and Policy
ENV 311  Environmental Integration III: Interpreting and Communicating Information
ENV 312  Environmental Integration: IV: Sustainable Solutions
L. David Smith, Fall 2014
Ninian Stein, Spring 2015

French
FRN 230  Colloquium 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 16. Basis for the major. Prerequisite: FRN 220 or permission of the instructor.

Dream Places and Nightmare Spaces: French Literary Landscapes
Through texts by authors from Louis XIV to Colette, we will discuss questions about literary uses of landscape: Why do we flee or search for a landscape? What makes us cherish or fear a particular place? What do landscapes tell us that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet, and James Sacré. [WI] Credits: 4
Ann Leone
Offered Spring 2015

FRN 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. Prerequisite: one course beyond FRN 230 or permission of the instructor. (E) [F][L] Credits: 4
Ann Leone
Not Offered This Academic Year

First-Year Seminars
FYS 101  Envisioning the Wasteland
FYS 103  Geology in the Field
FYS 141  Reading, Writing and Placemaking: Landscape Studies
FYS 147  Science and Politics of Food, Water and Energy
FYS 158  Reading the Earth
FYS 191  Sense and Essence in Nature
FYS 122  Eden and Other Gardens
FYS 136  Moth to Cloth

Geology/Geosciences
GEO 101  Introduction to Earth Processes and History
GEO 102  Exploring the Local Geologic Landscape
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 109  The Environment
GEO 111  Introduction to Earth Processes and History
GEO 161  Exploring the Local Geologic Landscape
GEO 251  Geomorphology

Government
GOV 204  Urban Politics
GOV 207  Politics of Public Policy
GOV 254  Colloquium: Politics of the Global Environment
GOV 306  Seminar in American Government

Philosophy
PHI 304  Colloquium in Applied Ethics
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 a master of arts 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 4-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300-level.

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, and so on, 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: Malcolm McNee

LAS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

LAS 431 Honors Project
Credits: 8
Offered Fall 2014

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

See also the Five College Certificate in Latin American Studies.

LAS 201 Colloquium in Latin American and Latino/a Studies
Sexual and Reproductive Rights in Latin America

This course aims to provide a survey of sexual and reproductive rights in Latin America comparing the region as a whole with other areas of the world, while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and gay rights movements in advancing more liberal legislation. In addition, we look at the role of the Catholic Church in these debates and their struggles to prevent any legislative change that goes against their doctrine from happening. Among the cases we explore are Argentina’s gay marriage and gender identity legislation, Uruguay’s decriminalization of abortion, Costa Rica’s ban on IVF technologies and Peru’s coercive sterilization program of indigineous populations. (E) [S] Credits: 4

Cora Anderson
Offered Fall 2014
Society and Development in Latin America
This course is an overview of the processes of social, economic and cultural change in Latin America in the second half of the 20th century until the present. We pay particular attention to the historical construction of racial difference, class formation, agrarian structures, ethnic identity and gender patterns and how they relate to national and regional economic policy and social change. The course examines the impacts of the processes of urbanization, migration, transnationalism and political change in Latin America. We discuss the impacts of the processes of nation building and the projects of development and modernization that followed the World War II era. We further our examination of social change in the region in the context of the rise of neoliberal economic policy in Latin America in the 1980s and 1990s, with particular attention to the consequent responses by Latin American social and political movements. The course focuses on case studies drawn from Mexico, Central and South America with particular emphasis on Brazil. (E) {S} Credits: 4
Instructor: Ana M. Araujo
Offered Spring 2015

LAS 244 Feminisms and Women’s Movements: Latin America Women’s and Latinas’ Pursuit of Social Justice
Same as SOC 244. 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 make up 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} Credits: 4
Ginetta Candelario
Offered Spring 2016

LAS 260 (L) Colonial Latin America, 1492–1821
Same as HST 260. The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Basis for LALS major. {H} Credits: 4
Ann Zulawski
Offered Fall 2014

LAS 261 (L) National Latin America, 1821 to the Present
Same as HST 261. A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. Basis for the LALS major. {H} Credits: 4
Ann Zulawski
Offered Spring 2015

LAS 301 Seminar: Topics in Latin American and Latino/a Studies
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 begins in about 1850 and examines slavery, race, colonialism and independence in both countries. It then concentrates 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 is scaffolded by political and social history, and it uses literature, music, film and analysis of race and gender to understand these two interrelated stories. {H} {S} Credits: 4
Ann Zulawski
Offered Fall 2014

Indians, Spaniards and Africans: The Archaeology of Colonialism and Slavery in Spanish America and the Caribbean
This seminar explores the archaeology of Spanish colonialism in the Caribbean and North America, and later plantation-based colonialism in the Caribbean. We will read about the ways that colonial inequalities and institutions shaped interactions between Indigenous peoples, Spaniards and Africans; how identities were changed and reinforced; and how entirely new cultures and lifeways emerged from colonial processes. Students are introduced to archaeological theory and methodology, and the way the discipline can be used to access the material remains of colonialism. Archaeological case studies are supplemented by ethnohistories—historical studies that focus on the written records of oppressed or Indigenous populations. {S} Credits: 4
Maxine Oland
Offered Spring 2015

LAS 404 Special Studies
Credits: 4
Malcolm McNee
Offered Fall 2014, Spring 2015

Approved Courses for 2014–15

ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas
Elizabeth Klarich
Offered Spring 2015

ANT 234 Culture, Power and Politics
Fernando Armstrong-Fumero
Offered Spring 2015

ANT 237 Native South Americans
Elizabeth Klarich
Offered Spring 2015

CLT 268 Transnational Latina Feminisms
Nancy Sternbach
Offered Spring 2015

FYS 159 What’s in a Recipe?
Nancy Sternbach
Offered Fall 2014

GOV 220 Introduction to Comparative Politics
Velma Garcia
Offered Spring 2015, Spring 2016

GOV 237 Colloquium: Politics and the U.S./Mexico Border
Velma Garcia
Offered Spring 2015, Spring 2016
HST 260 (L) Colonial Latin America, 1492–1825
Ann Zulawski
Offered Fall 2014, Fall 2015

HST 261 (L) National Latin America, 1821 to the Present
Ann Zulawski
Offered Spring 2015, Spring 2016

POR 220 Portuguese and Brazilian Literature and Culture
Brazilian Poetry and Performance Art
Malcolm McNee
Offered Fall 2014

POR 221 Portuguese and Brazilian Literature and Culture
Brazil x Five: A Journey Through Its Multicultural Regions
Marguerite Itamar Harrison
Offered Spring 2015

POR 280 Portuguese and Brazilian Voices in Translation
Literature on the Margins of Modernity
Malcolm McNee
Offered Spring 2015

POR 381 Seminar in Portuguese and Brazilian Studies
Angola, Brazil, and Cuba: Race, Nation and Narrative
Malcolm McNee
Offered Spring 2015

SPN 230 Latin American and Peninsular Literature
Transatlantic Search for Identity
Maria Harretche
Offered Fall 2014

Doméstica: Precarious Subjects and the Politics of Intimacy in Literature and Film
Michelle Joffroy
Offered Spring 2015

SPN 240 From Page to Stage
Argentina 2000–14: Searching From the Stage
Maria Estela Harretche
Offered Spring 2015

SPN 246 Latin American Literature
Mirrors of the Self, or the Eye/I of the Artist
Silvia Berger
Offered Fall 2014

Zapatismo Now: Cultural Resistance on the “Other” Border
Michelle Joffroy
Offered Spring 2015

SPN 260 Survey of Latin American Literature I
Patricia Gonzalez
Offered Fall 2014

SPN 261 Survey of Latin American Literature II
Silvia Berger
Offered Spring 2015

SPN 371 Seminar: Latin American Literature in a Regional Context
Centroamérica: Texts, Films, Music
Nancy Saporta Sternbach
Offered Spring 2015

SPN 372 Seminar: Topics in Latin American and Iberian Studies
Stages of Conflict: Performing Memory and Change in Spain and Latin America
Maria Estela Harretche
Offered Fall 2014

SPN 373 Seminar: Literary Movements in Spanish America
Contesting Feminisms: Transnational and Indigenous Voices Rethinking Latin American Feminisms
Michelle Joffroy
Offered Fall 2014

SOC 222 Blackness in America
Not Offered This Academic Year

SOC 314 Seminar in Latina/o Identity
Offered Spring 2016
Linguistics

Jill G. de Villiers, Professor of Philosophy and Psychology, Director

Advisers
§1 (fall) Giovanna Bellesia, Professor of Italian Language and Literature
†2 Nalini Bhushan, Professor of Philosophy
Craig R. Davis, Professor of English Language of Literature
Peter A. de Villiers, Professor of Psychology
†1,†2 Jay Lazar Garfield, Professor of Philosophy
Maki Hirano Hubbard, Professor of East Asian Languages and Literatures
Lucy W. Mule, Associate Professor of Education and Child Study
†1,*2 Joseph O’Rourke, Professor of Computer Science
Thalia A. Pandiri, Professor of Classical Languages and Literatures and Comparative Literature
Douglas Lane Patey, Professor of English Language and Literature
†1 Fernando Armstrong-Fumero, Associate Professor of Anthropology

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.

Related courses at Smith (Note: some may have prerequisites).

English
ENG 170 History of the English Language
ENG 207 The Technology of Reading and Writing
ENG 214 Medieval Welsh

Italian
ITL 340 The Theory and Practice of Translation

Logic
LOG 100 Valid and Invalid Reasoning: What Follows from What?
LOG 220 Intermediate Logic

Philosophy
PHI 213 Language Acquisition

Psychology
PSY 213 Language Acquisition
PSY 214 Disorders of Language and Communication
PSY 313 Seminar in Psycholinguistics

Spanish and Portuguese
SPN 481 The Teaching of French or Spanish

Classics
CLS 150 Roots: Greek and Latin Elements in English

Comparative Literature
CLT 220 Colloquium: Imagining Language

East Asian Languages and Literatures
EAL 240 Japanese Language and Culture

Education
EDC 249 Children With Hearing Loss
EDC 338 Children Learning to Read
EDC 567 English Language Acquisition and Deafness
In the last ten years, 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.

The Minor

Minors in logic, to be designed in consultation with the director, will consist of at least 20 credits including:

- LOG 100
- MTH 153 or CSC 250
- LOG 400

Additional courses may be chosen from the following list:

- CSC 111 Introduction to Computer Science Through Programming
- CSC 250 Theoretical 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
- MTH 153 Introduction to Discrete Mathematics
- PHI 203 Topics in Symbolic Logic
- PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
- PHI 236 Linguistic Structures
- PHI 262 Meaning and Truth: The Semantics of Natural Language

Depending on the topic, the courses listed below may also be taken for logic minor credit:

- MTH 220 Probability and Statistics
- MTH 238 Topics in Number Theory
- MTH 246 Probability
- MTH 270 Topics in Geometry
- MTH 343 Topics in Mathematical Analysis

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law, for example.

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 provides an elementary introduction to the structure and function of propositional and predicate logic. This includes 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 also surveys topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. (M) Credits: 4

Albert Mosley
Offered Spring 2015

LOG 201 The Logic of Probability

Probabilistic reasoning is a central component of scientific method and underlies most of our everyday judgments and decisions about the world. Yet laypeople frequently commit the most basic probabilistic fallacies, experts do not agree about what probability is and everyone makes bad decisions on some occasions. In this course, we survey fundamental concepts of probability; learn how probability is used to model induction and rational decision making; examine competing interpretations of probability; and study paradoxes, puzzles, fallacies and controversial cases of decision making and probabilistic inference. Examples relate to medicine, gambling, risk assessment and politics. Prerequisite: one course in logic. Credits: 4

Samuel Ruhmkorff
Offered Spring 2015

LOG 400 Special Studies

Credits: 1 to 4

Instructor: TBA
Offered Fall 2014, Spring 2015
Marine Science and Policy

Marine Science and Policy Advisers

"Paulette M. Peckol, Professor of Biological Sciences, Co-Director
L. David Smith, Professor of Biological Sciences, Co-Director
Sara B. Pruss, Associate 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 including three required courses as follows: GEO 108 Oceanography; BIO 268 Marine Ecology (BIO 269 must be taken concurrently); and a Special Studies or 300-level course on a marine-related topic chosen in consultation with the minor adviser. Students select three elective courses (example courses are listed below). Other appropriate courses offered at Smith, within the Five College consortium, or in study abroad programs may be used to satisfy the requirements with consultation and approval of the minor adviser.

Biological Sciences

BIO 260 Invertebrate Diversity
BIO 366 Biogeography
BIO 390 Seminar: Topics in Environmental Biology
BIO 400 Special Studies

Geosciences

GEO 231 Invertebrate Paleontology and the History of Life
GEO 232 Sedimentary Geology
GEO 334 Carbonate Sedimentology
GEO 400 Advanced Work or Special Problems in Geosciences

Social Sciences

ECO 224 Environmental Economics
GOV 306 Seminar in American Government
GOV 404 Special Studies

Five College Course Possibilities

Courses may be chosen from within the Five Colleges with approval of minor advisers; a sample of possible courses follows:

Mount Holyoke College
BIOL 321C Marine Conservation Biology

UMass
GEOL-SCI 190BH Biological Oceanography
BIOL 273 Marine Vertebrates
NRC 260 Fish Conservation and Management
MICROBIO 494 A Sea of Microbes

Off-Campus Course Possibilities

Some students may elect to take up to 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); Williams-Mystic Maritime Studies Program; SEA Semester; Duke University Marine Laboratory (semester and summer programs); University of Maine Semester by the Sea (fall semester); marine programs of School for Field Studies, School for International Training and Shoals Marine Laboratory.
The Minor in Mathematical Sciences

The minor in mathematical sciences consists of 211 and 16 credits from 153, 205, and courses numbered above 211, including two courses above 218. Four of the credits may be replaced by eight credits from the list in the description of major requirements found above.

The Minor in Statistical and Data Sciences

Information on the interdepartmental minor in Statistical and Data Sciences can be found on the Statistical and Data Sciences 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.

Director: Patricia Sipe

MTH 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

MTH 431 Honors Project
Credits: 8
Offered Fall 2014

MTH 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2014, Spring 2015

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 g.p.a. for courses through her junior year, and a 3.3 g.p.a. 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 8 or 12 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**

**MTH 580 Graduate Special Studies**

Credits: 4  
Offered Fall 2014, Spring 2015

**Courses**

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, 201, 219 or 220. (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.

For further information about the mathematics and statistics program, consult our website, www.math.smith.edu.

**MTH 101 Algebra**

Same as QSK 101. This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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. Credits: 4  
*Catherine McCune*  
Offered Fall 2014, Spring 2015

**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. Laboratory section must be taken concurrently with the lecture section. (M) Credits: 4  
*Instructor: TBA*  
Offered Fall 2014

**MTH 103 Math Skills Studio**

Same as QSK 103. 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 use in developing their own future math skills study plan. Enrollment limited to 20 students, the course is usually full by early December. This course to be graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2  
*Catherine McCune, Karyn Nelson*  
Offered Interterm 2015

**MTH 105 Discovering Mathematics**

*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) Credits: 4  
*Patricia Sipe*  
Offered Fall 2014

**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) Credits: 4  
*Instructor: TBA*  
Offered Spring 2015

**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) Credits: 4  
*Joel Lousma, Joshua Bowman, Patricia Sipe, Fall 2014  
Daniel Cuzzocreo, Joshua Bowman, Patricia Sipe, Spring 2015*  
Offered Fall 2014, Spring 2015
MTH 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} Credits: 4
Daniel Cuzzocreo, Nessy Tania, Fall 2014
Patricia Sipe, Nessy Tania, Joel Louwsma, Spring 2015
Offered Fall 2014, Spring 2015

MTH 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} Credits: 4
Geen Spencer
Offered Fall 2014, Spring 2015

MTH 201 Statistical Methods for Undergraduate Research
Same as PSY 201. (Formerly MTH/PSY 190). 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 are 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 220, which also satisfies the basis requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. {M} Credits: 5
Philip Peake
Offered Fall 2014

MTH 205 Modeling in the Sciences
Same as CSC 205. 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. The course provides training through programming in Mathematica and/or MATLAB. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. {M} Credits: 5
Nessy Tania
Offered Spring 2015

MTH 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 210. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. {M} Credits: 4
Elizabeth Drellich, Ruth Haas, Fall 2014
James Henle, Rajan Mehta, Spring 2015
Offered Fall 2014, Spring 2015

MTH 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} Credits: 4
James Henle, Joel Louwsma, Fall 2014
Daniel Cuzzocreo, Spring 2015
Offered Fall 2014, Spring 2015

MTH 220 Introduction to Probability and Statistics
Note: Formerly MTH 245. 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 220 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 201/PSY 201; GOV 190, ECO 220, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. {M} Credits: 5
Benjamin Baumer, Valerie Pare
Offered Fall 2014, Spring 2015

MTH 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} Credits: 4
Juliana Tymoczko
Offered Spring 2015

MTH 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} Credits: 4
Rajan Mehta
Offered Fall 2014

MTH 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} Credits: 4
Juliana Tymoczko
Offered Fall 2014

MTH 254 Combinatorics
An introduction to discrete 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} Credits: 4
Daniel Cuzzocreo, Nessy Tania, Joel Louwsma, Spring 2015
Offered Spring 2015

MTH 255 Graph Theory
The course begins with the basic structure of graphs including connectivity, paths, cycles, and planarity. We proceed to study independence, stability, matchings and colorings. Directed graphs and networks are considered. In
particular; some optimization problems including maximum flow are covered. The material includes theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. [M] Credits: 4

Ruth Haas
Offered Spring 2016

MTH 280 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] Credits: 4
Joshua Bowman
Offered Spring 2015

MTH 281 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] Credits: 4
Joshua Bowman
Offered Fall 2014

MTH 290 Research Design and Analysis
Note: This course is no longer considered the same as PSY 301, starting in the 2014–15 academic year. A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY 201/MTH 201, GOV 190, ECO 220, MTH 219, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. [M] Credits: 4
Valerie Pare
Offered Fall 2014

MTH 291 Multiple Regression
Formerly MTH 247. Theory and applications of regression techniques; linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: MTH 201/PSY 201, GOV 190, MTH 219, MTH 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 25. Credits: 4
Benjamin Baumer
Offered Spring 2015

MTH 292 Data Science
Computational data analysis is an essential part of modern statistics. This course provides a practical foundation for students to compute with data, by participating in the entire data analysis cycle (from forming a statistical question, data acquisition, cleaning, transforming, modeling and interpretation). This course introduces students to tools for data management, storage and manipulation that are common in data science and applies those tools to real scenarios. Students undertake practical analyses using real, large, messy data sets using modern computing tools (e.g. R, SQL) and learn to think statistically in approaching all of these aspects of data analysis. Prerequisites: CSC 111 or MTH 205/CSC 205 plus an introductory statistics course (e.g. MTH 245, ECO 220 or AP Statistics), CSC 107 recommended, but not required. Some programming experience is required. [M] Credits: 4
Benjamin Baumer
Offered Fall 2014

MTH 300 Dialogues in Mathematics and Statistics
In the class we don’t do math as much as we talk about doing math and the culture of mathematics. The class includes 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] Credits: 1
Ruth Haas, Fall 2014
Juliana Tymoczko, Spring 2015
Offered Fall 2014, Spring 2015

MTH 301 Topics in Advanced Mathematics and Statistics
Research in Mathematics
In this course students work in small groups on original research projects. The course is specifically designed for students in the Center for Women in Mathematics, but open to all serious mathematics students. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. [M] Credits: 3
Ruth Haas, Fall 2014
Juliana Tymoczko, Spring 2015
Offered Fall 2014, Spring 2015

MTH 320 Seminar: Mathematical Statistics
An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or permission of the instructor. [M] Credits: 4
Valerie Pare
Offered Spring 2015

MTH 353 Advanced Topics in Discrete Applied Mathematics
Applied Algebraic Combinatorics
DNA and RNA can each be represented as a sequence of letters (nucleotides). Combinatorial properties of these sequences—the order of the letters, matchings between sequences or within a sequence—have important biological implications. This course focuses on these combinatorial properties, studying different kinds of permutation groups, their generators, and their Cayley graphs. Time permitting, we also study noncrossing matchings and their relationship with permutation groups. We emphasize applications to molecular biology and describe open questions. Prerequisites: 153 and 233 or permission of the instructor. No biology background needed. [M] Credits: 4
Gwen Spencer
Offered Fall 2015

MTH 364 Advanced Topics in Continuous Applied Mathematics
Partial Differential Equations and Applications
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 development. Prerequisite: MTH 211 and either MTH 222, 225 or 243 or by permission of the instructor. [M] Credits: 4
Nassy Tania
Offered Fall 2014
MTH 370 Topics in Topology and Geometry

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. The course could be taken concurrently with Real Analysis. Prerequisites: MTH 280 or 281 or permission of the instructor. {M} Credits: 4

James Henle
Not Offered This Academic Year

MTH 381 Topics in Analysis

Fourier Analysis and Wavelets

The mathematics of how you can stream videos while your mom is using the same cable to call on the phone. Hilbert spaces, Fourier series, Fourier transform, discrete Fourier transforms, wavelets, multiresolution analysis, applications. MTH 281 is required. {M} Credits: 4

Joshua Bowman
Offered Fall 2014

MTH 382 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 280 or MTH 281, or permission of the instructor. {M} Credits: 4

Rajan Mehta
Offered Fall 2014

MTH 400 Special Studies

By permission of the department, normally for majors who have had at least four semester courses at the intermediate level. Credits: 1 to 4

Members of the department
Offered Fall 2014, Spring 2015

Cross-Listed Courses

IDP 325 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques—as well as several small written assignments—are a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) {A}{M} Credits: 4

Pau Atela
Offered Spring 2015
Medieval Studies

Advisers and Members of the Medieval Studies Council

*1 Nancy Mason Bradbury, Professor of English Language and Literature
**2 Brigitte Buettner, Professor of Art
Craig R. Davis, Professor of English Language and Literature
*2 Eglal Doss-Quinby, Professor of French Studies
†1 Alfonso Procaccini, Professor of Italian Language and Literature
Suleiman Ali Mourad, Professor of Religion, Director
Vera Sherzov, Professor of Religion
Joshua Birk, Assistant Professor of History
†2 Ibtissam Bouachrine, Associate Professor of Spanish and Portuguese

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

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 following list of approved courses, excluding the Latin requirement, distributed in four areas as follows:

- Two courses in medieval history: normally these are HST 224, HST 225 or HST 226;
- One course in medieval religion or philosophy;
- One course in medieval art;
- 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;
- Two additional courses from the list of approved courses below;
- 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 catalog 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.

Honors

Director: Joshua Birk
MED 430D Honors Project
Please consult the director of medieval studies or the program website for specific requirements or application procedures.

Approved Courses

Art

ARH 280 Art Historical Studies
The Body in Medieval Art: Figured/Disfigured
Brigitte Buettner-Gorra
Offered Spring 2015

ARH 234 The Age of Cathedrals
Brigitte Buettner-Gorra
Offered Spring 2015

English and Comparative Literature

ENG 234 Gothic
Craig Davis
Offered Spring 2015

ENG 214 Medieval Welsh
Craig Davis
Offered Fall 2014

ENG 217 Studies in Medieval Literature
Craig Davis
Offered Spring 2015
ENG 308 Seminar: One Big Book  
Nancy Bradbury  
Offered Spring 2015

First-Year Seminar

FYS 167 Viking Diaspora  
Craig Davis  
Offered Fall 2014  

History

HST 224 (L) History of the Early Middle Ages, 400–1000  
Joshua Birk  
Offered Fall 2014, Spring 2016

HST 225 (L) Making of the Medieval World, 1000–1350  
Joshua Birk  
Offered Spring 2015

HST 227 (C) Aspects of Medieval European History: Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition  
Joshua Birk  
Offered Spring 2015

Italian

ITL 332 Dante: Divina Commedia – Inferno  
Emil Michael Papio  
Offered Fall 2014

Latin

LAT 100Y Elementary Latin  
Carrie Mowbray  
Offered Fall 2014, Spring 2015

LAT 212 Introduction to Latin Prose and Poetry  
Nancy Shumate  
Offered Fall 2014

LAT 213 Introduction to Virgil’s Aeneid  
Carrie Mowbray  
Offered Spring 2015

LAT 330 Advanced Readings in Latin Literature I & II  
The Poetry of Horace  
Nancy Shumate  
Offered Fall 2014, Latin Love Poetry  
Scott Bradbury  
Offered Spring 2015

Philosophy

PHI 124 History of Ancient and Medieval Western Philosophy  
Susan Levin  
Offered Fall 2014

Religion

REL 110 Colloquia: Thematic Studies in Religion  
The Holy Land  
Suleiman Mourad  
Offered Spring 2015

REL 221 Jewish Spirituality: Philosophers and Mystics  
Lois Dubin  
Offered Fall 2014

REL 236 Eastern Christianity  
Vera Shevzov  
Offered Spring 2015

REL 238 Mary: Images and Cults  
Vera Shevzov  
Offered Fall 2014

REL 245 The Islamic Tradition  
Suleiman Mourad  
Offered Fall 2014

REL 345 Seminar: Islamic Thought  
Topic: The Qur’an  
Suleiman Mourad  
Offered Fall 2014

Spanish and Portuguese

SPN 245 Topics in Latin American and Peninsular Studies  
Topic: Jewish Women of the Muslim Mediterranean  
Ibtissam Bouachrine  
Offered Fall 2014

SPN 250 Survey of Iberian Literatures and Society I  
Sex and the Medieval City  
Ibtissam Bouachrine  
Offered Fall 2014

SPN 332 Seminar: The Middle Ages Today  
Queer Andalus and North Africa  
Ibtissam Bouachrine  
Offered Spring 2015

Special Studies

MED 404 Special Studies  
Admission by permission of the instructor and the Medieval Studies Council.  
Credits: 4  
Instructor: TBA  
Offered Fall 2014, Spring 2015

MED 408D Special Studies  
This is a full-year course.  
Credits: 4 per semester, 8 for yearlong course  
Instructor: TBA  
Offered Fall 2014, Spring 2015
Middle East Studies Advisory Committee
Joshua Birk, Assistant Professor, History
Ibtissam Bouachrine, Associate Professor, Spanish and Portuguese, Director
Justin Daniel Cammy, Associate Professor, Jewish Studies and Comparative Literature
Joanna Caravita, Lecturer in Modern Hebrew Language
Nadya Shabat, Assistant Professor, History
Gregory Whayne White, Professor, Government

Middle East Studies Faculty
Olla Al-Shalchi, Lecturer in Arabic
John O Weinert, Lecturer in Arabic

There are two tracks for students interested in Middle East Studies at Smith:
- Minor in Middle East Studies
- Minor in Arabic

Students interested in self-designing a major in Middle Eastern studies are invited to consult the program webpage for guidelines. Self-designed majors at Smith require the approval of the Subcommittee on Honors and Independent Programs, a member of the advisory committee of the Program in Middle East Studies and the director of Middle East studies. A minimum of three full years of college-level study of a Middle Eastern language will be required for the program to endorse applications for a self-designed major in Middle East studies.

Students should consult the online catalog for an up-to-date list of courses. Students are encouraged to consider courses in the Five College consortium, in consultation with an 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 website.

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. 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 toward 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 pre-modern (prior to 1800) Middle Eastern history, broadly defined. (Courses do not necessarily have to be offerings from the History department, but must be historically oriented.)
2. A course on modern history, contemporary politics/economics/cultures/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 adviser for permission to enroll in MES 400 (Special Studies). MES 400 is a research intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

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, film, religions or philosophy.

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 have to make up the credit shortfall elsewhere.

Courses taught in English do not count toward the minor in Arabic.

Students are encouraged to fulfill some of the requirements toward 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).

Students are encouraged to fulfill some of the requirements toward 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).

Language Courses

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 complete the Georgetown text Alif Baa and finish chapter 15 in Al Kitaab, Book 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. ARA 100y may not be taken S/U. [F] Credits: 5 per semester, 10 for yearlong course
Olla Al-Shalchi, Fall 2014
John Weinert, Spring 2015
Offered Fall 2014, Spring 2015

JUD 100Y Elementary Modern Hebrew
A yearlong introduction to modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. This course involves regular collaboration with students from the Introduction to Modern Hebrew course at Mount Holyoke College. No previous knowledge of Modern Hebrew is necessary. Enrollment limited to 18. May only be taken S/U with approval of the instructor and the director of Jewish Studies. JUD 100y is required for students wishing to study abroad in Israel. [F] Credits: 5 per semester, 10 for yearlong course
Joanna Caravita
Offered Fall 2014, Spring 2015

ARA 200 Intermediate Arabic I
According to the ACTFL standards, this course is intermediate Low Arabic. It covers the four skills of the language. Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. At the intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics while readers at the same level can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Speakers at the intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Students should expect text assignments as well as work with DVDs, audio materials and websites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Prerequisite is ARA 100Y or the equivalent. [F] Credits: 4
Olla Al-Shalchi
Offered Fall 2014

ARA 201 ARA 201 Intermediate Arabic II
A continuation of ARA 200. We complete the study of the Al-Kitaab II book sequence along with additional instructional materials. In this course, we 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 nontechnical 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 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 permission of the instructor. [F] Credits: 4
Olla Al-Shalchi
Offered Spring 2015

ARA 300 Advanced Arabic I
This course helps students achieve an advanced 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 202, 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. [F] Credits: 4
John Weinert
Offered Fall 2014

ARA 301 Advanced Arabic 2
This course helps students reach advanced proficiency in Arabic through language study and content work focused on Arab history, literature and current events. We continue to focus on developing truly active control of a large vocabulary through communicative activities. Grammatical work focuses on complex grammatical constructions and demands increased accuracy in understanding and producing complex structures in extended discourse. Preparation for class and active, cooperative participation in group activities are essential to students’ progress in this course. Requirements also include active participation in class, weekly essays, occasional exams and presentations and a final written exam. This course covers Al-Kitaab, Book 3, units 5–10 in addition to extra instructional materials. Prerequisite: ARA 301, or the completion of Al-Kitaab, Book 3, lessons 1–5, or the equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. [F] Credits: 4
John Weinert
Offered Spring 2015

MES 390 Media Arabic
This course introduces the language of the 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 course requires significant independent work and initiative. Prerequisites: Equivalent of three years of college-level Arabic study, or permission of the instructor. [F] Credits: 4
Mohamed Hassan
Offered Fall 2014

Advanced study in Hebrew is offered at UMass or through Special Studies at Smith. Please consult the website of the Program in Jewish Studies (www.smith.edu/juda) for a full list of summer Hebrew language programs.
Cross-listed Courses

FRN 230 Colloquium 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 16. Basis for the major. Prerequisite: FRN 220 or permission of the instructor.

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? (F) (S) Credits: 4

Bozena Welborne
Offered Fall 2014

FYS 186 Israel: Texts and Contexts
What is the role of the writer in the construction of a nation’s founding myths and interpretation of its present realities? Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution. Focuses on efforts to negotiate tensions between sacred and secular; exile and homeland; language and identity; Arab and Jew; and Israel’s self-definition as a democratic and Jewish state. Reading of fiction and poetry complemented by discussion of historical documents, popular culture and landscape. Intended for students with an interest in the relationship between literature and politics. This course counts toward the comparative literature and Jewish studies majors and the Middle East studies minor. Enrollment limited to 16 first-year students. (L) (W1) Credits: 4

Justin Cammy
Offered Fall 2014

GOV 224 Colloquium: Islam and Development
This course delves into the development issues facing Muslim-majority countries through a political economic lens and considers the validity of “Muslim exceptionalism” in the context of Muslim countries’ developmental trajectories. The aim is to introduce students to the diversity of challenges facing the Muslim world, exploring the roots of underdevelopment and tentative progress under a variety of conditions, and inquiring whether these same challenges and successes are unique to Muslim countries or shared by their non-Muslim counterparts. A range of contemporary issues will be covered: from the legacies of chronic political instability, conflict and the “resource curse” to the effects of widespread demographic change, urbanization and the evolution of gender roles. The first part of the course reviews theoretical questions and debates surrounding the concept of political and economic development in the Muslim world with a view to considering whether a unique “Muslim template” exists to inform how these processes transpire. The second part of the course explores a number of cases ranging from countries in North Africa and the Middle East to states in Southeast and Central Asia in the interest of highlighting and applying, but also challenging the knowledge gained from our introductory theoretical discussions. (S) Credits: 4

Bozena Welborne
Offered Spring 2015, Fall 2015

GOV 341 Seminar in International Politics
The Middle East in World Affairs
This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. (S) Credits: 4

Bozena Welborne
Offered Fall 2014

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) Credits: 4

Nadya Shatti
Offered Fall 2015

HST 209 (C) Aspects of Middle Eastern History
Madrasas, Missionaries and Modernities: Education in Middle Eastern History
This course examines Islamic, missionary and colonial educational institutions and content, and the rise of nationalist systems of pedagogy in the modern history of the Middle East. How did being “educated” change over time? What impact did the shift from an oral to written tradition have on different societies? How is education related to notions of upbringing, knowledge and culture? We will examine how competing notions of “modern” education influenced the rise of “secular,” Islamist, and Western-oriented pedagogies; the role of the intellectual, social, political and cultural capital of language; and the significance of education in the contemporary Middle East. (H) (S) Credits: 4

Nadya Shatti
Offered Spring 2015

HST 227 (C) Aspects of Medieval European History
Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition
This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. (H) Credits: 4

Joshua Birk
Offered Spring 2015

HST 307 Problems in Middle East History
The Middle East and World War One
The Middle East in the context of the First World War and its immediate and far-reaching aftermath. This pivotal moment cemented new imaginings of both nation and state, with consequences for population movements; changing political compasses; and new social, cultural, economic and religious formulations. Topics include colonialism, Arab and state nationalisms, Zionism, and Islamism, as well as peasant, labor, communist and women's movements. We will examine primary sources including diplomatic and political documents, memoirs, the press, photographs, and film. (H) Credits: 4

Nadya Shatti
Offered Spring 2016
JUD 235 Perspectives on Israeli History
Explores key issues in the political, social and cultural history of Zionism and the State of Israel, as examined through a specific topic of current interest. Discussions over controversies in historiography may be amplified by exploring the ways in which public memory is consistently reshaped through film, museums and/or literary texts that challenge existing historical narratives. No prerequisites. {H} Credits: 4
Justin Cammy
Offered Spring 2016

REL 110 Colloquia: Thematic Studies in Religion
The Holy Land
This course examines the concept of the “Holy Land” according to the religious traditions of Judaism, Christianity and Islam. It explores the ways the Holy Land has been defined and sanctified in scripture and in works of art, architecture, literature, poetry and film. It also explores the ways that political rulers have tried to tap into the sanctity of the Holy Land to promote their own legitimacy. The course emphasizes the significance of the common heritage of the Holy Land, as well as how it has inspired religious and political conflict. Enrollment limited to 20. {H} Credits: 4
Suleiman Mourad
Offered Spring 2016

REL 245 The Islamic Tradition
The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur’an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. {H} Credits: 4
Suleiman Mourad
Offered Spring 2015

REL 246 Islamic Thought and the Challenge of Modernity
Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. {H} Credits: 4
Suleiman Mourad
Offered Spring 2015

REL 248 Topics in Modern Islam
Topic: Jihad
The persistence of the ideology of jihad in modern Islam drives radicals and apologists to disagree over the meaning of “jihad” and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur’an, Muhammad, Shari’ah/ Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against “infidels” as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H} Credits: 4
Suleiman Mourad
Not Offered this Academic Year

REL 345 Seminar: Islamic Thought
Topic: The Qur’an
The Qur’an, according to the majority of Muslims, is God’s word revealed to Muhammad through angel Gabriel over a period of 22 years (610–632 CE).

This seminar introduces students to Islam’s scriptural text: its content, form, structure and history. It situates the Qur’an in the larger frame of the genre of Scripture. What does it mean for a text to be revealed? As such, the course will examine the Qur’an as a seventh-century product and as a text with a long reception-history among Muslims, exploring how it influenced to varying degrees the formulation of salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. {H} Credits: 4
Suleiman Mourad
Offered Fall 2014

SPN 245 Topics in Latin American and Peninsular Studies
Topic: Jewish Women of the Muslim Mediterranean
This course examines the experiences of Jewish women in al-Andalus and North Africa from the Middle Ages until today. Discussions will focus on Jewish women’s literary and cultural contributions to predominantly Muslim societies, primarily in the western Mediterranean. Students are also invited to think critically about concepts such as “tolerance” and “dhimmia,” as well as what it means to be a woman and a religious minority in mostly-Muslim countries. Course taught in Spanish. Prerequisite: SPN 220 or above, or permission of the instructor. Cannot be repeated for credit. Enrollment limited to 19. {A} {F} Credits: 4
Ibtissam Bouachrine
Offered Fall 2014

SPN 250 Survey of Iberian Literatures and Society I
Sex and the Medieval City
This course examines the medieval understanding of sex and the woman’s body within an urban context. We read medieval texts on love, medicine and women’s sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women’s bodies and defined their health and illness. We 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. {F} {L} Credits: 4
Ibtissam Bouachrine
Offered Fall 2014

SPN 332 Seminar: The Middle Ages Today
Queer Andalus 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 Maghrebi and Iberian representations of same-sex desire. Readings will include texts by Ibn Hazm, al-Tifashi, al-Nafwazi, Wallada, Ibn Sahl of Seville, and Ibn Quzman. Course taught in Spanish. Enrollment limited to 14. {F} {L} Credits: 4
Ibtissam Bouachrine
Offered Spring 2015

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. Credits: 1 to 4
Members of the department
Offered Fall 2014, Spring 2015

MES 430D Honors Project
Credits: 4 or 8
Members of the department
Offered Fall 2014, Spring 2015
Museums Concentration

Advisory Committee
Jessica F. Nicoll, Director
Martin Antonetti
Rosetta Marantz Cohen
David Dempsey
Aprile Gallant
Barbara A. Kellum
Dana Leibsohn
Margaret Lind
Richard H. Millington
Catherine H. Smith
Fraser Stables
Frazer D. Ward

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 and manuscripts, as well as 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 four 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.

Required Courses

**MUX 118 The History and Critical Issues of Museums**

Through readings and lectures by Smith faculty and guests, we examine institutions that shape knowledge and understanding through the collection, preservation, interpretation and display of material culture. We 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 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. Credits: 2

*Jessica Nicoll*

Offered Fall 2014

**MUX 300 Museums Concentration Research Capstone Seminar**

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 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. Credits: 4

*Jessica Nicoll*

Offered Spring 2015

**MUX 400 Special Studies**

Admission by permission of the museums concentration director. Normally, enrollment limited to museum concentrators only. Credits: 1 to 4

*Instructor: TBA*

Offered Fall 2014, Spring 2015

Recommended Courses

These are courses that have been offered over the past several years and are relevant to the museums concentration. Consult the course catalog for current availability. Other courses are eligible with adviser approval.

**American Studies**

AMS 210 The Democratization of Clothing in the United States, 1780–1930(C)

**Anthropology**

ANT 135 Introduction to Archaeology
ANT 249 Visual Anthropology

**Art History**

All art history courses can count toward the museums concentration; the following are recommended selections.

ARH 247 Colloquium: The Art and History of the Book
ARH 110 Art and Its Histories
ARH 141 Introduction to Art History: Western Traditions to 1500
ARH 268 The Artist’s Book in the 20th Century

**Studio Art**

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces
ARS 171 Introduction to the Materials of Art

**Chemistry**

CHM 118 Advanced General Chemistry
CHM 100 Perspectives in Chemistry

**Education and Child Study**

EDC 235 Child and Adolescent Growth and Development
EDC 238 Introduction to the Learning Sciences
EDC 305 The Teaching of Visual Art in the Classroom
EDC 390 The Teaching of Science, Engineering and Technology
EDC 347 Individual Differences Among Learners
Geosciences
GEO 112  Archaeological Geology of Rock Art and Stone Artifacts
GEO 231  Invertebrate Paleontology and the History of Life

History
HST 390  Seminar: 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

Selection of Recommended Five College Courses
The following are Five College courses that are recommended for museum concentration credit. Consult current catalog 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 at Amherst

Anthropology
ANTHRO 325  Analysis of Material Culture

Art and Art History
ART 310/1  Visual Arts and 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
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
- 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 10 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).

With the approval of the department, students may substitute one 4-credit special studies for one of the six further classroom courses in the major.

The S/U grading option is not allowed for courses counting towards the major.

Music Major with Concentration in Performance

Majors who intend to pursue graduate-level conservatory training may, before March of their junior year, seek via audition before a representative committee of the department admission to the concentration in performance, which consists of enrollment in MUS 940y (intensive preparation for a senior recital); and two hours of performance lessons a week during the senior year.

The Minor

Advisers: 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: Raphael Atlas

MUS 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

MUS 431 Honors Project
Credits: 8
Offered Fall 2014

Requirements: A g.p.a. of 3.5 in classroom courses in music through the end of the junior year; a g.p.a. of 3.5 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.

No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements.
• Area Studies or Topics courses: at least two courses
• Methodology: at least two courses
• Performance: at least one course
• 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 website: www.fivecolleges.edu/ethnomusicology

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

Prospective majors are advised to take 110 in the first year.

Introductory Courses

MUS 100 Colloquia
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they 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.

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) Credits: 4

Grant Moss
Offered Spring 2015

MUS 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 contains a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. No prerequisites. (A)(S) Credits: 4

Margaret Sarkissian
Offered Fall 2014

MUS 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 significantly 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 come to understand musical monuments as aesthetic objects and as manifestations of the artistic cultures that engendered them. (A)(H) Credits: 4

Richard Sherr
Offered Fall 2014

MUS 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 50-minute ear training section required per week, in addition to classroom meetings. Sections are limited to 20. (A) Credits: 4

Raphael Atlas
Offered Fall 2014

Intermediate and Advanced Courses

MUS 201 Music From the Pre-Classic to the Post-Modern
A historical survey of the principal styles and monuments of Western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. (A)(H) Credits: 4

Peter Bloom
Offered Spring 2015

MUS 202 Thinking About Music
This course explores different approaches to the study of music as a cultural phenomenon. We consider basic questions such as: Why is music so often at the center of our most profound personal and social experiences? Why is music a fundamental means of connecting with our own lives, our communities, and the wider world in which we live? Through in-depth reading, in-class discussion, and collaborative fieldwork, we study the institutions of music (music schools, concerts, ensembles, etc.) and the varied practices of music making (classical, non-classical; amateur, professional, etc.) in order to construct a picture of the musical worlds around us and to understand what they tell us about the societies in which we live. (A)(S) Credits: 4

Margaret Sarkissian
Offered Spring 2015

MUS 205 Topics in Popular Music
Metal and Punk: Rock History Out Loud
Heavy metal and punk rock have arguably been the definitive rock-and-roll styles of the post-1970 rock era. In this course, we explore metal and punk as interrelated musical genres, following their history and development and examining a range of social and musical issues along the way. Of particular importance will be the following: How and when did metal and punk emerge? What defines the two genres musically? What defines them socially? Taken together, how do they represent the changing status of rock music as a cultural and commercial form since 1970? Course limited to 20 students. (A)(H)(S) Credits: 4

Steve Waksman
Offered Fall 2014

Ethnicity, Race and Popular Song in the United States from Stephen Foster to Elvis Presley
From the early 19th century Irish Melodies of Thomas Moore to contemporary hip-hop, popular vocal music in the United States has been tied to processes of ethnic and racial formation. This course examines how some ethnic and racial minorities in America (African, Jewish, Chinese, Latino) were portrayed through the medium of commercially published popular song in the period c. 1850–1950. Questions of historical and cultural context is considered, but the emphasis is on the relationship (or nonrelationship) between music and text. Readings in history, sociology and cultural studies as well as music history. Listening, viewing videos and consultation of on-line resources. A reading knowledge of music is not required. (A)(H) Credits: 4

Richard Sherr
Offered Spring 2015
MUS 210 Analysis and Repertory
A continuation of 110. One 50-minute musicianship section required per week, in addition to classroom meetings. Prerequisite: 110 or permission of the instructor. Enrollment limited to 18. (A) Credits: 4
Raphael Atlas, Joseph Baldwin
Offered Spring 2015

MUS 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) Credits: 4
Katharine Soper
Offered Fall 2014

MUS 242 German and French Diction for Singers
Prerequisite: voice or permission of the instructor. (A) Credits: 1
Karen Smith-Emerson
Offered Spring 2015

MUS 250 The Original Instrument: Music for Voice
An introduction to a broad range of vocal music, from the Middle Ages to the present, and an investigation of such issues as text setting, interpretation, extended vocal techniques and the use of technology as it relates to vocal performance. Topics of study include chant, 19th-century art song and opera. Composers to be considered will include Mozart and Wagner as well as such recent and contemporary figures as John Cage and Steve Reich, and popular and crossover artists including Duke Ellington, the Rolling Stones and Björk. Open to all students (including first years) who have had previous musical experience or who have obtained the permission of the instructor. (E) (A) Credits: 4
Katharine Soper
Offered Spring 2015

MUS 251 The History of the Opera
History of the form from its inception to the present, with emphasis on selected masterworks. (A) (H) Credits: 4
Richard Sherr
Offered Spring 2015

MUS 308 Seminar in the Music of the 19th Century: Composers’ Music and Letters
In this seminar on the music of the “long” 19th century, from the French Revolution to the First World War, we confront the eternal problem of the relationship between “art” and “life.” We consider how reading composers’ articles, letters, memoirs and tracts might add to our understanding of their purely musical creations; and how purely musical analysis might add to our understanding of the boundaries between creators and their works. Among the documents to be considered: Beethoven’s Heiligenstadt Testament (1802) and his inventive symphonies of the first decade of the century; Berlioz’s lively music criticism and his invention of non-operatic music drama in Roméo et Juliette (1839) and La Damnation de Faust (1846); Wagner’s mind-boggling tracts and treatises and his invention of “the music of the future” in Tristan und Isolde (1859) and Die Meistersinger (1867). (A) (H) Credits: 4
Peter Bloom
Offered Fall 2014

MUS 312 Analysis and Repertory: 20th and 21st Century
Study of major developments in 20th- and 21st-century music. Writing and analytic work including nontonal harmonic practice, serial composition and other musical techniques. Prerequisite: 210 or permission of the instructor. (A) Credits: 4
Raphael Atlas
Offered Spring 2015

MUS 325 Writing About Music
In this seminar we consider various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays about music. Via regular writing assignments and group discussions of substance and style, students have opportunities to improve the mechanics, tone and range of their written prose. Required of senior majors; open to others by permission of the instructor. (A) Credits: 4
Margaret Sarkissian
Offered Spring 2015

MUS 341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. (A) Credits: 4
Katharine Soper
Offered Spring 2015

MUS 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) Credits: 4
Katharine Soper
Offered Fall 2014

MUS 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. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

Graduate Courses
The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the master of arts degree would be overseen by the appropriate members of the faculty.

Performance
Admission to performance courses is determined by audition. Students are accepted on the basis of musicianship, competence and potential. Auditions take place during orientation. Please consult the music office or department website for details.

When no instructor for a particular instrument is available at Smith College, every effort is made to provide 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 department. This restriction does not apply to chamber music or conducting.

Performance study requires a yearlong commitment. 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 8 credits in 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:

**MUS 914Y**
This is a full-year course.
(A) Credits: 2 per semester, 4 for yearlong course

**MUS 924Y**
This is a full-year course.
(A) Credits: 2 per semester, 4 for yearlong course

**MUS 930Y**
Advanced level for variable credit (4 or 8 credits). Can be repeated once.
Prerequisite: MUS 924Y. This is a full-year course. (A) Credits: 2 or 4

**MUS 940Y**
(A) Credits: 4 per semester, 8 for yearlong course

A Piano
B Organ
C Harpsichord
D Voice
E Violin
F Viola
G Violoncello
H Double Bass
I Viola da Gamba
J Flute
K Recorder
L Oboe
M Clarinet
N Bassoon
O French Horn
P Trumpet
Q Trombone
R Tuba
S Percussion
T Guitar
U Lute
V Harp
W Other Instruments

**Piano. Judith Gordon, Grant Moss, Liza Stepanova**

**Organ.** Prerequisite: piano 914y or the equivalent. **Grant Moss**

**Harpsichord.** Prerequisite: piano 914y or permission of the instructor. **Grant Moss**

**Voice.** Karen Smith Emerson, Jane Bryden, Judith Gray, Joseph Baldwin

**Violin.** Joel Pitchon, Sarah Briggs, Ronald Gorevic, Colleen Jennings

**Viola.** Ronald Gorevic

**Violoncello.** Marie-Volcy Pelletier

**Double bass.** Yasuaki Suzuki

**Viola da Gamba.** Alice Robbins

**Fiddle.** Donna Hébèrt

**Wind Instruments.** Ellen Redman, flute; Kirsten Hadden Liptkens, oboe; Lynn Sussman, clarinet; Emily Samuels, recorder; Rebecca Eldridge, bassoon; Bruce Krusin, saxophone

**Brass Instruments.** Donna Gouger, trumpet; Frederick Akdich, French horn; trombone, tuba (UMass)

**Percussion.** John Van Eps

**Harp.** Felice Swados

**Guitar.** Phillip de Fremery

**Drum Set.** Claire Arenius, John Van Eps

**MUS 901 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) Credits: 1

*Joel Pitchon; Judith Gordon (Spring)*

Offered Fall 2014, Spring 2015

**MUS 903 Conducting**
Introduction to the art of conducting. The class examines philosophical and practical aspects of the modern conductor’s role. Topics include a musical gestural vocabulary, baton technique and score study/internalization of the printed page. Prior music performance experience and study of Western music theory is highly recommended; admission by permission of the instructor. May be repeated for credit. (A) Credits: 2

*Joseph Baldwin*

Offered Fall 2014

**Instrumental Ensembles**

**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 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, Spring Serenade and at college events such as Convocation and Rally Day. All the ensembles perform a diverse repertoire, including the premiere women’s choral pieces from Western art music, jazz, contemporary and folk music from the U.S. and international traditions. Each spring, men’s glee clubs from colleges such as Harvard, Rutgers, the Naval Academy, the University of Michigan and the University of Virginia collaborate with the Glee Club, and often with the Chorus. In alternate years, the Chamber Singers perform on tour in the United States and abroad. Recent tours have visited Italy, Spain, Hungary and the Czech Republic.
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*

Chorus: open by audition to all first-year students, Ada Comstock Scholars and members of the Smith community. 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*
Neuroscience Committee
Mary Ellen Harrington, Professor of Psychology, Director
Virginia Hayssen, Professor of Biological Sciences
Richard F. Olivo, Professor of Biological Sciences
Stylianos P. Scordilis, Professor of Biological Sciences
David Bickar, Professor of Chemistry
Maryjane Wraga, Professor of Psychology
Adam Charles Hall, Professor of Biological Sciences
Michael Joseph Barresi, Associate Professor of Biological Sciences
Annaliese K Beery, Assistant Professor of Psychology
Beth Powell, Senior Lecturer in Psychology
Allison Anacker, Eueillard Postdoctoral Fellow in Neuroscience
Lisa A Mangiamele, Assistant Professor of Biological Sciences

Major

Core courses: BIO 150/151; BIO 152/153 or 230/231; CHM 111 or 118, 222; PSY 110/NSC 110; one course with laboratory from BIO 200/201, 202/203; one course from PSY 201, MTH 201, 220; 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, 316, BIO 323, BCH 380, PSY 314, 326, 327.

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.

Adviser for Study Abroad: Mary Harrington
Adviser for Transfer Students: Virginia Hayssen

The Minor

Required core courses: PSY 110/NSC 110 and a 300-level course with laboratory selected in consultation with the adviser.

Choose four electives from: PSY 105, 120, 130, 215, 230, 314, 326, 327; NSC 312, 314, 316; 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: Virginia Hayssen

NSC 430D Honors Project
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

NSC 432D Honors Project
This is a full-year course. Credits: 6 per semester, 12 for yearlong course
Offered Fall 2014, Spring 2015

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

NSC 110 Introduction to Neuroscience
Same as PSY 110. 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. Not open to senior NSC majors. [N] Credits: 4
Mary Harrington
Offered Spring 2015

NSC 230 Experimental Methods in Neuroscience
A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: NSC/PSY 110 or PSY 130 and CHM 111 or 118 or permission of the instructor. Not open to seniors. Enrollment limited to 16. [N] Credits: 4
Beth Powell, Fall 2014
Mary Harrington, Spring 2015
Offered Fall 2014, Spring 2015

NSC 312 Seminar in Neuroscience
Reward, Addiction and the Brain
This course addresses the causes, mechanisms and consequences of addiction and related behaviors. We will examine genetic, cultural, developmental, behavioral and molecular factors of addiction, with a focus on neurobiology. Prerequisites: NSC 230 or permission of the instructor. Enrollment limited to 12. [N] Credits: 4
Allison Anacker
Offered Fall 2014

NSC 316 Seminar in Neuroscience
Neuroethology
This seminar approaches studying the nervous system by examining the mechanisms that have evolved to solve problems encountered by animals in their natural environment. Topics covered include behaviors related to orientation and migration, social communication, feeding and reproduction. Prerequisites: NSC/PSY 100 and one of NSC 230, BIO 200, BIO 300 or permission of the instructor. BIO 362 is recommended but not required. Enrollment limited to 12. [N] Credits: 4
Lisa Mangiamele
Offered Spring 2015

NSC 312 Seminar in Neuroscience
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] Credits: 4
Mary Harrington
Not Offered This Academic Year
NSC 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, feeding and learning. Concurrent enrollment in NSC 315 is recommended but not required. Prerequisites: PSY/NSC 110 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. (N) Credits: 4
Annaliese Beery
Offered Spring 2015

NSC 315 Neuroendocrinology Laboratory
Laboratory sessions in this course 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) Credits: 1
Annaliese Beery
Offered Spring 2015

NSC 316 Seminar: Neuroscience in the Public Eye: Neurological Disorders
Students define topics that allow integration of their background in neuroscience, and then work in small teams to produce media, meant for the general public, interpreting the current scientific understanding. Students critically analyze original research reports, conduct interviews, and research historical background to their chosen topic. Class sessions include discussions with science writers and podcasters. Open to junior and senior neuroscience majors. Prerequisites: PSY/NSC 110, 230, a course in statistics and a 200-level biological sciences. Enrollment limited to 12. (N) Credits: 4
Mary Harrington
Offered Fall 2014

NSC 318 Systems Neurobiology
Systems neurobiology is the study of how networks of neurons function, and how these networks mediate sensation, movement and higher-order functions such as attention, decision-making, language, emotion and memory. Course material focuses primarily on the neuroanatomy and functional organization of the vertebrate brain. Readings from the textbook and scientific journal articles are supplemented with computer-based hands-on exercises and simulations to demonstrate techniques used to study neural connectivity and image the brain. Students demonstrate their mastery of course material through group work, discussions and in writing a research paper. Prerequisites: BIO 200 Animal Physiology or BIO 203 Cell Biology or permission of the instructor. NSC/PSY 110 Introduction to Neuroscience recommended but not required. (N) Credits: 4
Lisa Mangiamele
Offered Spring 2015

NSC 400 Special Studies
A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. Credits: 1 to 5
Instructor: TBA
Offered Fall 2014, Spring 2015

Cross Listed Courses

BIO 150 Cells, Physiology and Development
Students in this course 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 is also explored. In addition to lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 151) is recommended but not required. (N) Credits: 4
Danielle Ignace, Nathan Derr, Fall 2014
Michael Barresi, Spring 2015
Offered Fall 2014, Spring 2015

BIO 151 Cells, Physiology and Development Laboratory
Laboratory sessions in this course combine observational and experimental protocols. Students examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students 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) Credits: 1
Instructor: TBA, Fall 2014
Graham Kent, Jan Vriessen, Spring 2015
Offered Fall 2014, Spring 2015

BIO 152 Genetics, Evolution and Molecular Biosciences
Students in this course achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include Central Dogma, genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics, speciation and macroevolution. These principles are 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 attending lectures, each student participates in discussion sections that focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. (N) Credits: 4
Robert Merritt, Fall 2014
Laura Katz, Robert Dorit, Spring 2015
Offered Fall 2014, Spring 2015

BIO 153 Genetics, Evolution and Molecular Biosciences Laboratory
Laboratory sessions in this course combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories will include computer simulations, PCR, cloning, karyotyping. Prerequisite: BIO 150 (normally taken concurrently). (N) Credits: 1
Instructor: TBA
Offered Fall 2014, Spring 2015

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) Credits: 4
Lisa Mangiamele
Offered Fall 2014

BIO 201 Animal Physiology Laboratory
Experiments 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) Credits: 1
Lisa Mangiamele
Offered Fall 2014

BIO 202 Cell Biology
The structure and function of eukaryotic cells. This course examines 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 1 (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 205) is recommended but not required. (N) Credits: 4

Stylianos Scordilis
Offered Fall 2014

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 is an emphasis on student-designed projects. This course is a prerequisite for Biochemistry 1 Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). (N) Credits: 1

Graham Kent
Offered Fall 2014

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 also deals with the principal experimental and computational tools that have advanced relevant fields, and introduces students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we 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) Credits: 4

Robert Dorit, Robert Merritt
Offered Spring 2015

BIO 231 Genomes and Genetic Analysis Laboratory
A laboratory designed to complement the lecture material in 230. Laboratory and computer projects 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) Credits: 1

Lori Saunders
Offered Spring 2015

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. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. (N) Credits: 4

Richard Olivo
Offered Spring 2015

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) Credits: 1

Richard Olivo
Offered Spring 2015

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 are presented in concert with the experiments underlying our current knowledge.

We hold web conferences 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) Credits: 4

Michael Barresi
Offered Fall 2014

BIO 303 Research in Developmental Biology
Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered 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 requires time outside of the normally scheduled lab period. Prerequisite: BIO 302 must be taken concurrently. Enrollment limited to 12. (N) Credits: 1

Michael Barresi
Offered Fall 2014

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) Credits: 4

Adam Hall
Not Offered This Academic Year

BIO 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) Credits: 1

Adam Hall
Not Offered This Academic Year

BIO 323 Seminar: Topics in Developmental Biology
Embryology, Ecology and Evolution
How does our environment shape the way we look and act? This seminar explores the role and influence of past and current environments on the development of plants and animals at embryological, ecological and evolutionary levels. Students 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 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. (N) Credits: 4

Michael Barresi, L. David Smith
Not Offered This Academic Year

BIO 362 Animal Behavior
Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. (N) Credits: 3

Virginia Hayssen
Offered Fall 2015
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. (N) Credits: 3
Virginia Hayssen
Offered Fall 2014

PSY 105 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 is paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. (N) Credits: 4
Annaliese Beery
Not Offered This Academic Year

PSY 120 Human Cognition
(Formerly PSY 218) Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. (N,S) Credits: 4
Maryjane Wraga
Offered Spring 2015

PSY 130 Clinical Neuroscience
(Formerly PSY 221) 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 uses. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in neuroscience. Open to entering students. (N,S) Credits: 4
Beth Powell
Offered Fall 2014

PSY 201 Statistical Methods for Undergraduate Research
(Formerly PSY/MTH 190) Same as MTH 201. 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 are 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 220, which also satisfies the basis requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220, or SOC 201, EDC 206. (M) Credits: 5
Philip Peake
Offered Fall 2014, Spring 2015

PSY 215 Brain States
An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, ethical dilemmas, experiments addressing mind-body interactions. Active participation in discussions of readings is required. Prerequisites: PSY 100, PSY 201 and PSY 202, or permission of the instructor. (N) Credits: 4
Mary Harrington
Offered Spring 2015

PSY 230 Psychopharmacology (C)
(Formerly PSY 222) This course examines the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs are considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on controversial issues such as binge drinking, addiction to prescription medications, the medical use of marijuana, psychotherapeutic medication of children, the power of the pharmaceutical industry and the use of cognitive/performance enhancers. Prerequisites: PSY 110 or PSY 130 or permission of the instructor. (N,S) Credits: 4
Beth Powell
Offered Spring 2015

PSY 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 read and discuss empirical articles and view relevant examples of film. Topics range from motion perception, narrative and to depictions of amnesia in 20th-century film. Prerequisite: PSY 120 or permission of the instructor. (N) Credits: 4
Maryjane Wraga
Offered Spring 2014

PSY 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 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. (N) Credits: 4
Annaliese Beery
Not Offered This Academic Year

PSY 327 Seminar in Mind and Brain
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 are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience and permission of the instructor. Credits: 4
Mary Harrington
Offered Fall 2014
Philosophy

Professors
Jill Gibson de Villiers, Ph.D., Professor of Philosophy and Psychology
Elizabeth V. Spelman, Ph.D.
Jay Lazar Garfield, Ph.D.
Albert G. Mosley, Ph.D.
"Susan Levin, Ph.D., Chair"
"Nalini Bhushan, Ph.D.

Associate Professor
"Jeffry Lee Ramsey, Ph.D.

Visiting Assistant Professor
Samuel Gahan Ruhmkorff, Ph.D.

Lecturer and Professor Emeritus
John M. Connolly, Ph.D.

Lecturer
Ernest Alleva, Ph.D.

Research Associates
Janice Moulton, Ph.D.
Meredith W. Michaels, Ph.D.

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. LOG 100, LOG 101 or PHI 202
3. three 200-level courses, one each from three of the following areas (check department website 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

Note
• Topics courses, such as 210, may fall under different rubrics in different years
• Courses in related departments may be included in the major program of ten 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: such as 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 and class; the meaning of work; the meaning of life; and end-of-life care;
  3) traditions: tracing philosophical dialogues through time-ancient, medieval, and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, and so on;
  4) perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—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 two courses at the 100-level, and a three-course “concentration,” to be built by the student in close consultation with her adviser and with the approval of the department.

Honors

Director: Jill de Villiers

PHI 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

PHI 431 Honors Project
Credits: 8
Offered Fall 2014

PHI 432D Honors Project
Credits: 6 per semester, 12 for yearlong course
Offered Fall 2014, Spring 2015

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

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) Credits: 4

James Henle, Samuel Ruhmkorff
Offered Fall 2014

PHI 100 Thinking About Thinking
What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds...
of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers primarily in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. Maximum number of students per section 20. (H) [S] Credits: 4

Samuel Ruhmkorff
Offered Spring 2015

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 provides an elementary introduction to the structure and function of propositional and predicate logic. This includes 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 also surveys topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. [M] Credits: 4

Albert Mosley
Offered Spring 2015

PHI 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] Credits: 4

Susan Levin
Offered Fall 2014

PHI 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. Credits: 4

Nalini Bhushan
Offered Spring 2015

LOG 201 The Logic of Probability
Probabilistic reasoning is a central component of scientific method and underlies most of our everyday judgments and decisions about the world. Yet laypeople frequently commit the most basic probabilistic fallacies, experts do not agree about what probability is, and everyone makes bad decisions on some occasions. In this course, we survey fundamental concepts of probability; learn how probability is used to model induction and rational decision making; examine competing interpretations of probability; and study paradoxes, puzzles, fallacies, and controversial cases of decision making and probabilistic inference. Examples will relate to medicine, gambling, risk assessment and politics. Prerequisite: one course in logic. Credits: 4

Samuel Ruhmkorff
Offered Spring 2015

PHI 204 Philosophy and Design
Design is one of the most pervasive human activities. Its effects—intended or unintended—permeate our lives. Questions abound about the role of design and the significance of being able to exercise it and of being subject to it. For example: Are there particular pleasures, as well as special responsibilities, characteristic of designing? What is the nature of deprivation imposed upon people when they lack the opportunity or the knowledge to share in the design of their living or working conditions? How much control do designers actually have over the meaning and use of what they design? [S] Credits: 4

Elizabeth Spelman
Offered Spring 2015

PHI 209 Philosophy and History of Psychology
Same as PSY 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We will read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? could we be zombies or automata?) and the nature of a coherent self (Is there one? do we construct it? does it end with our bodies?). Discussion and writing will be weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. [N] Credits: 4

Jill de Villiers
Offered Spring 2015

PHI 213 Language Acquisition
Same as PSY 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children’s knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis and read original research literature. Background in linguistics or child development is necessary. Prerequisites: Any of the following is required for entry to the course: PSY 160, PHI 236 or EDC 235. Enrollment limit of 25 students. [N] Credits: 4

Jill de Villiers
Offered Fall 2014

PHI 214 Religion and Contemporary Science
This course examines resonances between religion and contemporary scientific understandings of the world. Topics include new arguments for and against the existence of God based on current physics and biology; scientific explanations of religious experience and the ubiquity of religious practice; the “new atheism” of authors such as Richard Dawkins, Ayaan Hirsi Ali and Daniel Dennett; whether theories such as intelligent design qualify as science; and whether those who believe in God and miracles can accept current scientific theories. Prerequisite: one course in philosophy, religion, logic, or the sciences or permission of the instructor. Credits: 4

Samuel Ruhmkorff
Offered Spring 2015

PHI 221 Ethics and Society
This course surveys current topics in applied ethics. It introduces the major sources of moral theory from religious and secular sources, and show how these theories are applied. Topics include biomedical ethics (abortion, euthanasia, reproductive technologies, rationing), business ethics (advertising, accounting, whistle-blowing, globalization), sexual ethics (harassment, coercion, homosexuality), animal rights (vegetarianism, vivisection, experimentation), social justice (war, affirmative action, poverty, criminal justice), environmental ethics (preserving species and places, genetically modified foods, global warming) and other topics. [H] [S] Credits: 4

Albert Mosley
Offered Spring 2015

PHI 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] Credits: 4

Ernest Allera
Offered Fall 2014
PHI 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) Credits: 4
Susan Levin
Offered Fall 2014

PHI 226 Topics in the History of Philosophy
Hume
An examination of Hume’s arguments and his influence in matters of epistemology, philosophy of religion, morals, aesthetics, political theory and economic theory. We read Hume’s Treatise of Human Nature. Additional readings will include excerpts from some of Hume’s other works and contemporary and recent commentary on Hume. Prerequisite: one course in philosophy. (H) Credits: 4
Jeffry Ramsey
Offered Fall 2014

PHI 228 Philosophy of Technology (C)
This course surveys recent literature in the philosophy of technology. It covers the nature of technology, its relationship to physical labor, the use of information technology to replace and enhance managerial functions, and the impact of developments in biotechnology. The course discusses various views concerning the nature of science, whether technology should be viewed as applied science, and how science and technology should be viewed from a multicultural perspective. Finally, the course looks at the relationship between technology, ethics, politics and risk-assessment. Enrollment limited to 20. (S) Credits: 4
Albert Mosley
Offered Fall 2014

PHI 233 Aesthetics
How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? What is the role of art and the artist in contemporary society? We read essays on aesthetics by Aristotle, Hume, Kant, Nietzsche, Heidegger, Bell, Dewey, Danto, Benjamin, Berger, Sontag, Nochlin and Lyotard among others. Experience with art is welcome but not required. Assignments are hands-on and applied, involving extensive use of the resources of the Smith College Museum of Art. (A) (S) Credits: 4
Nalini Bhushan
Offered Fall 2014

PHI 234 Philosophy and Human Nature: Theories of the Self
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 important 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) Credits: 4
Elizabeth Spelman
Offered Fall 2014

PHI 235 Morality, Politics and the Law
Close examination of the different but converging ways in which moral, political and legal contexts shape the analysis of an issue. For example: questions about the status of a right to privacy; the history of disgust as a ground for laws governing human behavior. (S) Credits: 4
Elizabeth Spelman
Offered Spring 2015

PHI 236 Linguistic Structures
Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus is on the revolution in linguistics introduced by Noam Chomsky; and the profound questions it raises for human nature, linguistic universals and language acquisition. (M) (N) Credits: 4
Jill de Villiers
Offered Fall 2014

PHI 238 Environmental Ethics
This course prepares 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 study representative descriptions and defenses of these perspectives and examine in particular whether they can validly and effectively help us resolve environmental problems. We study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. (H) (S) Credits: 4
Jeffry Ramsey
Offered Fall 2014

PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom
An investigation of ethical questions that arise in the world of business, including the business of the academy; and scrutiny of the moral principles that may enable us to cope successfully with these questions. Issues to be discussed include the responsibilities of businesses and the academy toward their various stakeholders, including society at large and the environment; the ethics of investment, including endowments; product liability; advertisement and the principle of caveat emptor; sexual harassment; employee rights; spirituality and the workplace, and special privileges of the academy (academic freedom, tenure, etc.). The case-study method is used. Not open to first-year students. Enrollment limited to 40. (S) Credits: 4
John Connelly
Offered Spring 2015

PHI 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) Credits: 4
Susan Levin
Offered Spring 2015

PHI 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} Credits: 4
Elizabeth Spelman
Offered Fall 2014

PHI 304 Colloquium in Applied Ethics
Affirmative Action: International Perspectives
This course examines the moral and legal underpinnings of the policy and practice of affirmative action. The moral basis of restitution and compensation is discussed in examining backward- and forward-looking justifications of affirmative action. Comparisons and contrasts will be drawn between different groups affected (Women, African Americans, Hispanic Americans, Asian Americans and European Americans) and between affirmative action policies in the U.S., India, Malaysia and South Africa. {H} {S} Credits: 4
Albert Mosley
Offered Fall 2014

PHI 324 Seminar in Ancient Philosophy
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} Credits: 4
Susan Levin
Offered Spring 2015

PHI 400 Special Studies
For senior majors, by arrangement with the department. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

PHI 408D Special Studies
For senior majors, by arrangement with the department. This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Instructor: TBA
Offered Fall 2014, Spring 2015

Cross-Listed Courses

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. {H} {WI} Credits: 4
Samuel Ruhmkorff
Offered Fall 2014

PSY 313 Seminar in Psycholinguistics
Language and Thought
The seminar will consider contemporary work on the relationship between language and thought, including the recent rise in “Neo-Whorfianism” or cross-cultural work on whether the language we speak influences the way that
Physics

Physics majors and minors are advised to acquire a facility in scientific computing and numerical analysis (e.g., CSC 111 Introduction to Computer Science or CSC 205 Modeling in the Sciences) and to learn to design and fabricate a working tool, instrument or device in the Center for Design and Fabrication. Students planning graduate study in physics are advised to take as many 300-level physics courses as possible.

The Minor

Advisers: Members of the department

The minor consists of: 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 three physics electives required for the physics minor. Interested students should consult with a member of the department.

Honors

Director: Gary Felder

PHY 432D Honors Project

This is a full-year course. Credits: 6 per semester, 12 for yearlong course

Offered Fall 2014, Spring 2015

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

Entering students planning to major in physics should take 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 117 and 118 for credit, respectively.

PHY 106 The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. (N) Credits: 4

Piotr Decowski

Not Offered This Academic Year

PHY 107 Physics of Music

This course for non-science majors explores the physics of musical sound through lecture, discussion, hands-on activities and demonstrations. Sample topics include how sound is generated, travels and is heard; the physics of musical notes, pitches, harmonics and resonances; and how musical instruments (including the human voice) generate the sounds that we hear. Students select, design, construct and try out wind, string or percussion musical instruments. These instruments are theirs to keep at the end of the course.

Enrollment limit of 14 students. (N) Credits: 4

William Williams

Not Offered This Academic Year
PHY 109 The Big Bang and Beyond
According to modern science the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this “big bang model”? Throughout this course we 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) Credits: 4
Gary Felder
Not Offered This Academic Year

PHY 117 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. Lab experiments, lectures, and problem-solving activities are interwoven into each class. Discussion sections offer additional help with mathematics, data analysis, and problem solving. This course satisfies medical school and engineering requirements for an introductory physics I course with labs. Prerequisite: one semester introductory calculus course covering the basic principles and methods of integration and differentiation (MTH 111 or equivalent). In the spring semester, first-year students will have the first opportunity to enroll. Students are enrolled in the following priority order: first-year students, then second-year, then juniors, then seniors. Sections are capped at 28. (N) Credits: 5
Instructor: TBA, William Williams, Fall 2014
Courtney Lannert, Nathanael Fortune, Spring 2015
Offered Fall 2014, Spring 2015

PHY 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) Credits: 5
Joyce Palmer-Fortune
Offered Fall 2014, Spring 2015

PHY 210 Mathematical Methods of Physical Sciences and Engineering
This course covers a variety of math topics of particular use to physics and engineering students. Topics include differential equations, complex numbers, Taylor series, linear algebra, Fourier analysis, partial differential equations and a review of multivariate calculus, with particular focus on physical interpretation and application. Prerequisites: MTH 212 and PHY 117, or permission of the instructor. (M) (N) Credits: 4
Gary Felder, Fall 2014
Doreen Weinberger, Spring 2015
Offered Fall 2014, Spring 2015

PHY 215 Introductory Physics III
The special theory of relativity; the wave equation and mathematics of waves; optical phenomena of interference and diffraction; particle and wave models of matter and radiation, Bohr model of atomic structure; introduction to fundamental principles and problems in quantum mechanics; introduction to nuclear physics. Prerequisite: 118 or permission of the instructor. (N) Credits: 4
Doreen Weinberger
Offered Spring 2015

PHY 240 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. (N) Credits: 4
Nalini Easwar
Offered Fall 2014

PHY 315 Modern Physics II
Classical distribution functions; blackbody radiation; quantum mechanics of the hydrogen atom, including orbital angular momentum and spin; spin-orbit interaction and fine structure; Zeeman effect; quantum statistics; lasers. Prerequisite: PHY 210 and PHY 215. (N) Credits: 4
William Williams
Not Offered This Academic Year

PHY 317 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisites: 118 and 210, or permission of the instructor. Prequisite: 215 or permission of the instructor. (N) Credits: 4
Nathanael Fortune
Offered Fall 2014

PHY 318 Electricity and Magnetism
Electrostatic and magnetostatic fields in vacuum and in matter, electrodynamics and electromagnetic waves. Prerequisite: 118 and 210 or permission of the instructor. (N) Credits: 4
Malgorzata Pfabe
Offered Fall 2014

PHY 319 Thermal Physics
Introduction to statistical mechanics and thermodynamics. Prerequisites: 210 or permission of the instructor. (N) Credits: 4
William Williams
Offered Spring 2015

PHY 327 Quantum Mechanics
The formal structure of nonrelativistic quantum mechanics, including operator methods. Wave packets; quantum mechanical scattering and tunneling; central potentials; matrix mechanics of spin, addition of angular momenta; corrections to the hydrogen spectrum; identical particles and exchange symmetry; EPR paradox, Bell’s Theorem, and the interpretation of quantum mechanics. Prerequisites: 317 or permission of the instructor. (N) Credits: 4
William Williams
Offered Spring 2015

PHY 350 Experimental Physics
An advanced laboratory 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 of 8 credits. Enrollment limited to 8 per lab section. (E) (N) Credits: 4
Nathanael Fortune, Dana Parsons
Offered Fall 2014
PHY 360 Advanced Topics in Physics
Selected special topics which will vary from year to year; typically some subset of the following: climate physics, cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Prerequisites will vary with the topics of the course.

Cosmology
An introduction to the structure and history of the universe. Topics include the big bang model, the cosmic microwave background radiation, inflation and the early universe, dark matter and dark energy, accelerated expansion and the possible futures of the universe, and multiverse theories. Prerequisites: PHY 210 and PHY 215, or permission of the instructor. {N} Credits: 4
Gary Felder
Not Offered This Academic Year

PHY 399 Current Topics in Physics
For this course we read articles and attend talks on diverse topics in physics. The emphasis is 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. {N} Credits: 2
Nalini Easwar
Offered Fall 2014

PHY 400 Special Studies
By permission of the department. Credits: 1 to 4
Doreen Weinberger, Fall 2014
Instructor: TBA, Spring 2015
Offered Fall 2014, Spring 2015

PHY 432D Honors Project
This is a full-year course. Credits: 6 per semester, 12 for yearlong course
Gary Felder
Offered Fall 2014, Spring 2015
Poetry Concentration

Poetry Concentration Advisory Board
Rosetta Marantz Cohen
Maria Estela Harretche, Director (Spring 2015)
Barry Moser
Thalia A. Pandiri
Cornelia D.J. Pearsall
Kevin Quashie
Michael T. Thurston, Director (Fall 2014)
Ellen K. Watson
Sujane Wu

The poetry concentration allows 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 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 lets students 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.

Requirements

1. Gateway Courses

ENG 112  Reading Contemporary Poetry
PYX 140  The Art and Business of 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

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.

ENG 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. Credits: 2
Patrick Donnelly
Offered Fall 2014

PYX 140 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 features 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. Credits: 1
Kevin Quashie
Offered Interterm 2015

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. Credits: 4
Ellen Watson
Offered Spring 2015
The Major

Advisers: Members of the department

Adviser for Study Abroad: Fletcher Blanchard

Foundation Courses: PSY 100, PSY 201/MTH 201 and PSY 202 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 foundational courses in psychology (100, 201, 202). Students should normally complete these foundational courses by the end of their sophomore year. Foundational 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 of course selections. Breadth is achieved by selecting at least one course within each of the department’s three curricular areas. Depth is achieved by selecting two colloquia as well as two courses at the advanced level (300- or above), at least one of which is a seminar. Furthermore, depth requires that at least one course at the advanced level combines with the student’s other courses to create a constellation of three courses that represent a depth in a field of study that is important to the student and recognized by the department. Students may count no more than three 100-level courses toward the major; not including PSY 100. Although we discourage the use of the S/U option for courses in the major, students are allowed to take one non-foundational course S/U. All students (including transfer students) must take at least one colloquium and one advanced seminar within the department.

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.

Courses

Courses in psychology are divided into four main sections:

1. Breadth Courses
   Normally, breadth courses have no prerequisites and are open to all students. Students who are planning to major in psychology are encouraged to take PSY 100 and to do so as soon as possible because it is a foundational course that emphasizes reading and writing in the discipline and is required for most intermediate and advanced classes in the department. Potential majors are also urged to take additional breadth courses at the 100-level of the curriculum as they begin their course of study in the major. Non-majors and students who are not planning to major in psychology are encouraged to enroll in the other breadth courses in the department; PSY 100 is not recommended for these students.

PSY 100 Introduction to Psychology
   See full description in Foundational Courses section.
   Offered Fall 2014
A. Mind and Brain

PSY 105 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. {N} Credits: 4

Annaliese Beery
Not Offered This Academic Year

PSY 110 Introduction to Neuroscience
Same as NSC 110 (formerly PSY/NSC 210). 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. Not open to senior NSC majors. {N} Credits: 4

Adam Hall
Offered Spring 2015

PSY 120 Human Cognition
(Formerly PSY 218) Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. {N} Credits: 4

Maryjane Wraga
Offered Spring 2015

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 incorporates contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights 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. {N} Credits: 4

Alan Rudnitsky
Offered Fall 2014

EDC 239 Counseling Theory and Education
This course introduces various theories of counseling and their application to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students learn more about themselves as individuals and learners, and how to listen actively to others. Enrollment limited to 55. {S} Credits: 4

Janice Gatty
Offered Fall 2014, Spring 2015

B. Health and Illness

PSY 130 Clinical Neuroscience
(Formerly PSY 221) 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 uses. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in neuroscience. Open to entering students. {N} Credits: 4

Beth Powell
Offered Fall 2014

PSY 140 Health Psychology
(Formerly PSY 225) This course provides a broad overview of the field of health psychology using foundational concepts, theories, methods and applications. We examine critically state-of-the-art research and current gaps in knowledge to explore topics including conceptualizations of health and illness, stress and coping, and health behaviors. Our focus is on how health is constituted by and interacts with its multiple contexts, particularly social and environmental ones. Students gain competency in this field through lectures, small group discussions, weekly quizzes and written work. {N} Credits: 4

Benita Jackson
Offered Spring 2015

PSY 150 Abnormal Psychology
(Formerly PSY 252) A study of psychopathology and related issues. Course covers a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. {N} Credits: 4

Randy Frost
Offered Fall 2014

PSY 287 Abnormal Psychology: Evidence–Based Practice
In depth study of anxiety disorders. Course examines research on the phenomenology, etiology, and treatment for selected anxiety disorders and clarifies the nature and quantity of evidence supporting the efficacy of current treatments. Attention is devoted to the strengths and weaknesses of different research designs for answering specific questions about psychopathology and psychotherapy. The course highlights landmark studies and document which treatments have been shown to be most effective for which types of patients. Prerequisites: PSY 100, PSY 202 and PSY 150. {N} Credits: 4

Timothy Bacon
Offered Spring 2015

PSY 160 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. {N} Credits: 4

Peter de Villiers
Not Offered This Academic Year

PSY 165 Adult Development
(Formerly PSY 243) We investigate aging from a lifespan perspective, studying the span of emerging adulthood to old age. In addition to focusing on psychological processes, we spend time considering societal influences on aging. Topics include theories of the life-cycle, the impact of generations, identity formation, the experience of growing older, personality stability, and psychological adjustment to the myths and realities of old age. {N} Credits: 4

Bill Peterson
Not Offered This Academic Year
EDC 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] Credits: 4
Shannon Audley-Piotrowski
Offered Fall 2014, Spring 2015

PSY 180 Psychology of Personality
The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives. [N] Credits: 4
Philip Peake
Offered Spring 2015

2. Foundational Courses

PSY 100 Introduction to Psychology
(Formerly PSY 111) 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] Credits: 4
Byron Zamboanga, Maryjane Wraga, Nnumbi Pole, Peter de Villiers
Offered Fall 2014

PSY 201 Statistical Methods for Undergraduate Research
(Formerly PSY/MTH 190) Same as MTH 201. 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 are 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 basic requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 220, which also satisfies the basic requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220, or SOC 201, EDC 206. [M] Credits: 5
Philip Peake, Fall 2014
David Palmer, Spring 2015
Offered Fall 2014, Spring 2015

PSY 202 Introduction to Research Methods
(Formerly PSY 192) Introduces students to a variety of methods used in psychological research. All sections of this course cover the basic methodological techniques of contemporary psychology such as observational, experimental, and survey methods. Sections differ in the particular content theme used to illustrate these methods. PSY 100 or equivalent is required for PSY 202. We recommended that PSY 201 is taken prior to, or concurrently with, PSY 202. Priority will be given to Smith College psychology majors and minors. [N] Credits: 4
Bill Peterson, Lauren Duncan, Michele Wick, Patricia DiBartolo, Fall 2014
Beth Powell, Michele Wick, Patricia DiBartolo, Spring 2015
Offered Fall 2014, Spring 2015

MTH 220 Introduction to Probability and Statistics
Note: Formerly MTH 245. 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 are used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 220 satisfies the basic 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 201/PSY 201, GOV 190, ECO 220, MTH 219, MTH 220 or SOC 201. Exceptions may be allowed in special circumstances and require the permission of the adviser and the instructor. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. Lab sections limited to 20. [M] Credits: 5
Benjamin Baumer, Valerie Pare
Offered Fall 2014, Spring 2015

Along with PSY 100, PSY 201 and 202 serve as the required foundational courses for the psychology major. Students who are planning to major in psychology are encouraged to take all three of their foundational courses as soon as possible. Normally, we require majors to complete these three foundational courses (or their equivalents) by the end of their sophomore year. We also recommend that students take PSY 201 prior to, or concurrent with, PSY 202.

3. Intermediate Colloquia

PSY 205–299
Intermediate colloquia are primarily intended for sophomores and juniors who have taken the foundational courses in psychology. These courses further scaffold the methodological, quantitative and critical thinking skills necessary for more advanced work within the discipline. Prerequisites are common. Consistent with college policy, each colloquium has an enrollment limit (specifically, 25 students).

A. Mind and Brain

PSY 209 Philosophy and History of Psychology
Same as PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing will be weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. [N] Credits: 4
Jill de Villiers
Offered Spring 2015, Fall 2015

PSY 213 Language Acquisition
Same as PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children’s knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: Any of the following is required for entry to the course: PSY 160, PHI 236 or EDC 235. [N] Credits: 4
Jill de Villiers
Offered Fall 2014
PSY 215 Brain States
An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, ethical dilemmas, experiments addressing mind-body interactions. Active participation in discussions of readings is required. Prerequisites: PSY 100, PSY 201, and PSY 202, or permission of the instructor. [N] Credits: 4
Mary Harrington
Not Offered This Academic Year

PSY 216 Understanding Minds (C)
We consider people’s understanding of their own and others’ mental states from a variety of perspectives: comparative psychology, neuroscience, cognitive, cross-cultural and developmental. The class analyzes and discusses primary psychological research on how such a “theory of mind” develops and the role it plays in social behavior and communication, as well as what is known about the brain mechanisms that underlie it and individual variations in theory of mind development arising from cultural, sensory and neurological differences. Enrollment limit of 20 students. (E) [N] Credits: 4
Peter de Villiers
Offered Fall 2014

PSY 224 Learning and Behavior Change: Methods, Theory and Practice
Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students shape a chain of responses in a pigeon and experiment with instructional technology with humans. Enrollment limited to 16. [N] Credits: 4
David Palmer
Offered Fall 2014

B. Health and Illness

PSY 230 Psychopharmacology (C)
(Formerly PSY 222) This course examines the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs are considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical use of marijuana, psychotherapeutic medication of children, the power of the pharmaceutical industry, and the use of cognitive/ performance enhancers. Prerequisites: PSY 110 or PSY 130 or permission of the instructor. [N] [S] Credits: 4
Beth Powell
Offered Spring 2015

PSY 240 Health Promotion
Why are so many people—even those whose basic physical needs are met—still challenged to eat adequately, exercise and sleep enough? We consider how human willpower tendencies interact with social, cultural and physical contexts to support (or thwart) health-promoting activities. Based on a close reading of current psychological science and related areas of inquiry, students will study interventions to improve their individual health, and in groups, design and implement a project focused on campus-level health promotion. Emphasis is on critically evaluating and applying primary empirical articles. Prerequisites: PSY 100 and 202. Recommended: PSY 140. [N] [S] Credits: 4
Benita Jackson
Not Offered This Academic Year

PSY 253 Child Clinical Psychology
Survey of child psychopathology from a developmental perspective. Course covers theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 111 and 252 or 233 or permission of the instructor. [N] Credits: 4
Patricia DiBartolo
Not Offered This Academic Year

C. Person and Society

PSY 260 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 is given to cultural concepts in adolescent/ emerging adulthood psychology and development. Prerequisite: PSY 100, PSY 201, PSY 202. [N] [S] Credits: 4
Byron Zamboanga
Offered Spring 2015

PSY 261 Adult Development
We explore adult development from the perspectives of personality and social psychology. Thus, emphasis is on the psychosocial aspects of aging. In this course we study the diverse methodologies that psychologist use to study development. Content areas covered include identity formation, work lives, attachment, parenting and aging consciousness. At times concepts learned in class are used to interpret creative works (e.g., autobiography, fairy tales). Students will develop a nuanced understanding of how some developmental processes are faced by all people everywhere, whereas other processes are a product of sociohistorical circumstances. Prerequisites: PSY 100 and PSY 202, or permission of the instructor. [N] Credits: 4
Bill Peterson
Offered Spring 2015

PSY 262 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 are paired with literature to examine how insights from psychologists and creative writers contradict, illuminate and otherwise enliven our understanding of Asian American experiences. Prerequisite: PSY 100 or any PSY course in the Person and Society Area or permission of instructor. [N] [S] Credits: 4
Bill Peterson
Offered Spring 2015

PSY 263 Psychology of the Black Experience
(Formerly PSY 247) Study of psychological factors particularly affecting the lives of African Americans. Course includes a historical perspective of African American adaptation to life in the United States. It considers both Afrocentric and Eurocentric perspectives on African American psychology and topics include race, racism, racial identity, Whiteness, intelligence, family structure, neighborhoods, religion, physical health and mental health. Prerequisites: PSY 100, PSY 202. [N] Credits: 4
Nnamdi Pole
Offered Spring 2015

PSY 265 Political Psychology
This coloquium 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. Prerequisites: PSY 100, PSY 202. [N] [S] Credits: 4
Lauren Duncan
Offered Fall 2014
PSY 266 Psychology of Women and Gender (C)
An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. In the first half of the course, we discuss current research on these topics. In the second half of the course, students have the opportunity to design and execute original research in an area of their choice. Topics might include women in leadership, math and science, and media and self-objectification, but is driven by student interest. Prerequisites: PSY 100, PSY 202. Enrollment limited to 25. {N} Credits: 4
Lauren Duncan
Offered Spring 2015

PSY 269 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 encounter theories and research concerning the processes of self-and-other categorization, socioidentity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. {N}{S} Credits: 4
Fletcher Blanchard
Offered Fall 2014

PSY 270 Social Psychology (C)
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. Prerequisite: PSY 100 (formerly PSY 111) or PSY 269. Enrollment limited to 25 students. {N} Credits: 4
Fletcher Blanchard
Offered Spring 2015

4. Advanced Courses PSY 300—400
Advanced courses, including seminars, special studies and honors theses, are primarily intended for junior and senior students who have taken the foundational courses in psychology and built upon their disciplinary expertise with one or more intermediate colloquia. Permission of the instructor is required for advanced courses.

PSY 301 Research Design and Analysis
A tour via SPSS of the major statistical models encountered in psychology. Topics include most of the following each year: complex and mixed analysis of variance, analysis of covariance, multi-item scale analyses, factor and cluster analysis, multiple regression, path analysis, and structural equation modeling. Adopting a pragmatic approach, we emphasize assumptions and requirements, rules of thumb, decision-making considerations, interpretation, and writing statistical results according to the conventions of psychology. Prerequisites: One of the following: PSY 201/MTH 201, GOV 190, MTH 219, MTH 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20 and priority to psychology majors. {M} Credits: 4
Fletcher Blanchard
Offered Fall 2014

A. Mind and Brain

PSY 313 Seminar in Psycholinguistics
Language and Thought
The seminar considers contemporary work on the relationship between language and thought, including the recent rise in “Neo-Whorfianism” 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 120, PSY 160, PSY/PHI 209, PSY/PHI 213, PHI 236, PHI 262 or permission of instructor. {N} Credits: 4
Jill de Villiers
Offered Spring 2015

PSY 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 filmmakers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th-century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. {N} Credits: 4
Maryjane Wraga
Not Offered This Academic Year

PSY 315 Autism Spectrum Disorders
This seminar discusses research on the neurocognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics 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 PSY 160, PHI/PSY 213, or PSY 253 or permission of the instructor. {N} Credits: 4
Peter de Villiers
Offered Spring 2015

PSY 326 Seminar in Biopsychology
Behavioral Epigenetics
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 introduce epigenetics and critically examine how epigenetic mechanisms and others reflect and contribute to experience. Prerequisites: a 200-level course in biopsychology or neuroscience, and an introductory biology course, or permission of the instructor. {N} Credits: 4
Annamalee Beery
Not Offered This Academic Year

PSY 327 Seminar in Mind and Brain
Alzheimer's Disease
In this seminar we 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 are studied. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience, and per-mission of the instructor. Credits: 4
Mary Harrington
Offered Fall 2014

B. Health and Illness

PSY 340 Psychosocial Determinants of Health
Seminar: We will examine scientific perspectives on how psychological and social factors influence the development and progression of physical health and illness. Major topics include psychosocial origins of health disparities, relationships and health, emotion and disease, placebo effects,
and complementary and alternative medical approaches. Emphasis is on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Enrollment preference will be given to those who have completed a health psychology course. [N][S] Credits: 4

Benita Jackson
Not Offered This Academic Year

PSY 345 Feminist Perspective on Psychological Science
Research Seminar: In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricist philosophies of science, including positivist, experiential and discursive approaches. The second part focuses on conceptualizations of gender—beyond difference-based approaches—and their operationalization in recent empirical articles. The capstone is an application of feminist perspectives on psychological science to a group research project in the domain of health and well-being. Prerequisites: PSY 100, 202, and a gender studies course (from any department). Instructor permission is required. [N][S] Credits: 4

Benita Jackson
Offered Spring 2015

PSY 350 Culture, Ethnicity and Mental Health
This course advances 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 uses self-examination to provide an experiential understanding of ethnocultural development. Second, it provides theoretical models and concepts for understanding ethnic minority mental health in a sociocultural, historical, psychological and methodological context. Third, it reviews culturally sensitive and responsive approaches to psychological assessment and treatment of psychological distress. Prerequisites: PSY 100 and at least one of the following PSY 150, 260, 263. [S] Credits: 4

Nnamdi Pole, Byron Zamboanga
Not Offered This Academic Year

PSY 352 Seminar in Advanced Clinical Psychology
Divorce as Family Transition
Examination of research and clinical knowledge relevant to child and family transitions and adaptation following divorce. We focus on risk and protective factors with a special focus on children, legal and psychological interventions, and various roles for the mental health professional. Prerequisite: PSY 100, PSY 150 or PSY 254 [N] Credits: 4

Marsha Prattell
Not Offered This Academic Year

PSY 354 Seminar in Advanced Abnormal Psychology
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 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: PSY 150 or PSY 287. [N] Credits: 4

Randy Frost
Offered Fall 2014

PSY 355 Seminar in the Scientific Basis of Psychotherapy
This seminar provides a guided tour through the scientific literature on psychotherapy. We begin with a historical overview of the field including a review of the major systems of psychotherapy (psychodynamic, behavioral, cognitive, and humanistic). We then devote some time to developing critical skills for reading the scientific literature. These skills we 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 explore the field’s current position on these questions and demonstrate that it leads naturally to the process question, “How does psychotherapy work?” We discuss the current literature on this question and gain some hands-on experience with psychotherapy process measures. Course readings are supplemented with videotapes and transcript material from actual psychotherapies. Prerequisites PSY100, PSY 202, PSY 150 or PSY 287. [N] Credits: 4

Nnamdi Pole
Offered Spring 2015

PSY 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: PSY 100, PSY 201, PSY 202 and a relevant PSY intermediate colloquium course. [N] Credits: 4

Alexandra Selbo-Bruns, Fall 2014
Randy Frost, Spring 2015
Offered Fall 2014, Spring 2015

C. Person and Society

PSY 304 Happiness: Buddhist and Psychological Understanding of Personal Well-Being
Same as REL 304. What is happiness? What is personal well-being? How are they achieved? This course examines 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. [N][S] Credits: 4

Jamie Hubbard, Philip Peake
Offered Spring 2015

PSY 361 Research Seminar: Alcohol Use and Misuse Among High School and College Students
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/prepartying (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: Permission of the instructor; PSY 201, PSY 202, with PSY 220 preferred. Enrollment preference is given to those who have discussed their research interests and goals with the instructor at least one semester prior to enrollment. [N] Credits: 4

Byron Zamboanga
Offered Spring 2015

PSY 362 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 exciting 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 examines acculturation, as well as the relevance to psychosocial
adjustment among Hispanics adolescents and emerging adults. Prerequisites:
Permission of the instructor; PSY 100, PSY 201, PSY 202 and PSY 260. [S]
Credits: 4

Byron Zamboanga
Not Offered This Academic Year

PSY 368 Seminar: 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 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: PSY 100 and a colloquium in the Person and Society Track.
Permission of the instructor is also required. Enrollment is limited to 12. [N]
Credits: 4

Bill Peterson
Offered Fall 2014

PSY 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: PSY 202 and either PSY 170, PSY 180, PSY 266, or PSY
269. [N] Credits: 4

Fletcher Blanchard
Offered Spring 2015

PSY 371 Seminar in Personality
Well Being
A survey of current psychological research on the factors that contribute to a per-
son’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 oth-
er important life outcomes? Prerequisites: PSY 202 and any course in the Person
and Society area. [N] [S] Credits: 4

Philip Peake
Offered Spring 2015

PSY 372 Experimental Study of Social Behavior
Person Perception and Social Cognition
This research course examines how we perceive other people, categorize and
evaluate them and make sense of their behavior. Basic research (both current
and classic) in the field of social cognition are emphasized, and applications of
research are also addressed. Major topics may include social beliefs, attribution,
atraction, stereotyping, prejudice, social encoding, person memory, and percep-
tions of nonverbal behavior. This course examines how we do research in person
perception/social cognition, primarily by actually designing and conducting
research, but also by reading about and discussing methodological issues. Stu-
dents complete two projects. Prerequisites: MTH 190/PSY 201 and PSY 202 or the
permission of the instructor. Enrollment limited to 16. [N] Credits: 4

Fletcher Blanchard
Not Offered This Academic Year

PSY 373 Research Seminar in Personality
An introduction to techniques of personality research and their application to
the experimental study of personality. Based on discussions of current research,
students design and conduct original research either individually or in teams.
Prerequisites: 112 and either 270 or 271 and permission of the instructor. [N]
Credits: 4

Philip Peake
Offered Fall 2014

PSY 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 consider
accounts of some large-scale liberal and conservative social movements in the
United States and abroad. Prerequisite: Permission of the instructor. [S] Credits: 4

Lauren Duncan
Offered Spring 2015

PSY 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.
Credits: 1 to 4

Instructor: TBA
Offered Fall 2014, Spring 2015
Public Policy

Director
Donald C. Baumer, Professor of Government

Advisory Committee
Carrie N Baker, Associate Professor, Study of Women and Gender
Richelle J. Daniel Barnes, Assistant Professor of Afro-American Studies
Randall K. Bartlett, Professor of Economics
Brent M Durbin, Assistant Professor of Government
Deborah Haas-Wilson, Professor of Economics
Leslie L. King, Associate Professor of Sociology

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 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.

The Minor

Director: Donald C. Baumer, Professor of Government

Advisers: Donald Baumer (Government); Randall Bartlett (Economics); Deborah Haas-Wilson (Economics)

The minor consists of six courses:
1. GOV 207 or PPL 220
2. Any two public policy electives (listed below);
3. Any two courses from other departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);
4. PPL 390, PPL 400 or an alternate selected in consultation with a minor adviser.

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) Credits: 4
Donald Baumer
Offered Fall 2015

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) Credits: 4
Leslie Jaffe
Offered Spring 2015

PPL 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) Credits: 4
Randall Bartlett
Offered Fall 2014

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 study constitutional and statutory law as well as public policy. Some of the topics we cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination, and pregnancy discrimination. We study feminist activism to reform the law and will examine how inequalities based on gender, race, class, and sexuality shape the law. We also discuss and debate contemporary policy and future directions. Prerequisite SWG 150 or permission of the instructor. (H) (S) Credits: 4
Carrie Baker
Offered Fall 2014

SOC 232 World Population
This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Enrollment limited to 35. Prerequisite: SOC 101. (S) Credits: 4
Leslie King
Offered Spring 2015

ECO 234 Partisan Economic Issues
An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues will include health care; Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration, and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. (S) Credits: 4
Roger Kaufman
Offered Fall 2014

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)
Brent Durbin
Offered Spring 2015, Fall 2015

PPL 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 220 or a course in American government. (S) Credits: 4
Randall Bartlett
Offered Fall 2015
SWG 271 Reproductive Justice
This course is an interdisciplinary exploration of reproductive rights, restrictions and resistance in the United States, examining history, activism, public policy, science and discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape women’s experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement in the U.S., the reproductive rights and justice movements, U.S. population control policies, criminalization of pregnant women, fetal personhood and women’s citizenship, the medicalization of women’s bodies, reproductive technologies, the influence of disability, incarceration and poverty on women’s ability to control their reproduction, the anti-abortion movement and reproductive coercion. {H}[S] Credits: 4
Carrie Baker
Offered Spring 2015

GOV 306 Seminar in American Government
Politics and the Environment
An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste is covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. {S} Credits: 4
Donald Baumer
Offered Spring 2015, Spring 2016

ECO 324 Seminar
Economics of the Environment and Natural Resources
How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can we improve market outcomes in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods and their implications for the allocation of resources. We explore these questions by analyzing specific policy issues and debates related to the environment and resource use, including climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, we touch upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. {S} Credits: 4
Susan Sayre
Offered Fall 2014

SOC 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 focuses 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 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. Enrollment limited to 12 students. Prerequisite: SOC 101 and permission of instructor. Credits: 4
Leslie King
Offered Fall 2014

ECO 395 Seminar: Topics in International Trade
The globalization of the world economy has contributed to both boom and crisis. This seminar explores 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. Prerequisites: ECO 250 and one 200-level course in international economics. {S} Credits: 4
Charles Staelin
Offered Spring 2015

PPL 400 Special Studies
By permission of the director. Variable credit. Credits: 1 to 4
Randall Bartlett
Offered Fall 2014, Spring 2015
Quantitative Courses for Beginning Students

These courses engage students in quantitative analysis or develop quantitative skills. Some courses may have prerequisites. Some courses may have prerequisites.

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 nonscience majors. Enrollment limited to 20 students per section.

[N] Credits: 3
Andrew Berke, Elizabeth Jamieson, Katherine Queeney, Fall 2014
Offered Fall 2014

CHM 111 Chemistry I: General Chemistry
The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section.

[N] Credits: 5
James Miller
Offered Fall 2014

CHM 118 Advanced General Chemistry
This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course 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 prepares students for CHM 222/223 and replaces both CHM 111 and 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32.

[N] 5
Robert Linck
Offered Fall 2014

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 protecting the environment, free trade, taxation, (de)regulation and poverty.

[S] Credits: 4
James Miller
Offered Fall 2014, Spring 2015

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 ECO 153. Students will not be given credit for both ECO 220 and any of the following courses: MTH/PSY 201, GOV 190, MTH/ENG 219, MTH 220 or SOC 201.

{M} Credits: 5
Vis Taraz
Offered Fall 2014, Spring 2015

ESS 175 Applied Exercise Science
This experiential course introduces students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. Credits: 2
Karen Riska
Offered Interterm 2015

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.

{M} Credits: 5
Howard Gold
Offered Spring 2015, Spring 2016

MTH 101 Algebra
Same as QSK 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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. Credits: 4
Catherine McCune
Offered Fall 2014, Spring 2015

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. Laboratory section must be taken concurrently with the lecture section.

[M] Credits: 4
Instructor: TB4
Offered Fall 2014

MTH 103 Math Skills Studio
Same as QSK 103. 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, the course is usually full by early December. This course is to be graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2
Catherine McCune, Karyn Nelson
Offered Interterm 2015

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 design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. (M) Credits: 4

**Instructor:** TBA

**Offered Spring 2015**

**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) Credits: 4

**Joel Louwsma, Joshua Bowman, Patricia Sipe, Fall 2014**

**Daniel Cuzzocreo, Joshua Bowman, Patricia Sipe, Spring 2015**

**MTH 201 Statistical Methods for Undergraduate Research**

Same as PSY 201. (Formerly MTH/PSY 190). 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 are 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 220, which also satisfies the basis requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220, or SOC 201. (M) Credits: 5

**Philip Peake**

**Offered Fall 2014**

**PSY 201 Statistical Methods for Undergraduate Research**

(Formerly PSY/MTH 190) Same as MTH 201. 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 are 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 220, which also satisfies the basis requirement. Normally students receive credit for only one of the following introductory statistics courses: MTH 201/PSY 201; ECO 220, GOV 190, MTH 219, MTH 220, or SOC 201, EDC 206. (M) Credits: 5

**David Palmer**

**Offered Fall 2014, Spring 2015**

**QSK 103 Math Skills Studio**

Same as MTH 103. 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, the course is usually full by early December. This course does not count towards the major. Credits: 2

**Catherine McCune, Karyn Nelson**

**Offered Interterm 2015**

**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. Prerequisite: SOC 101. (M) Credits: 5

**Instructor:** TBA

**Offered Fall 2014**

**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. (M) (S) Credits: 4

**Tina Wildhagen**

**Offered Spring 2015**

**QSK 101 Algebra**

Same as MTH 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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. Credits: 4

**Catherine McCune**

**Offered Fall 2014, Spring 2015**
The Major

Advisers: Lois Dubin, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

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: (1) Philosophical, Theoretical, or Comparative; (2) Biblical Literature; (3) Jewish Traditions; (4) Christian Traditions; (5) Islamic Traditions; (6) Buddhist Traditions; (7) 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 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 12 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: (1) Philosophical, Theoretical, or Comparative; (2) Biblical Literature; (3) Jewish Traditions; (4) Christian Traditions; (5) Islamic Traditions; (6) Buddhist Traditions; (7) 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: Vera Shevzov

REL 430D Honors Project
Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015

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.

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).

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

REL 105 An Introduction to World Religions
An exploration of the 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) Credits: 4
Vera Shevzov, Carol Zaleski
Offered Fall 2014

REL 106 Women and Religion
An exploration of the roles played by religion in women’s private and public lives, as shaped by and expressed in sacred texts, symbols, rituals and institutional structures. Experiences of Christian, Hindu, Jewish, Muslim and Wiccan women facing religious authority and exercising agency. We consider topics such as feminism and gender in the study of religion; God-talk and goddesses; women’s bodies and sexuality; family, motherhood and celibacy; leadership and ordination; critiques of traditions, creative adaptations, and new religious movements. Sources will include novels, films, poetry, and visual images in addition to scriptural and religious texts. (H) [L] [WI] Credits: 4
Lois Dubin, Vera Shevzov
Offered Spring 2015

REL 110 Colloquia: Thematic Studies in Religion

Politics of Enlightenment
Doctrinal and thematic survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on issues such as women in Buddhism, Tibetan Buddhism in exile, the monks’ war in Vietnam, and Western Buddhism. (H) Credits: 4
Jamie Hubbard
Offered Fall 2014

The Holy Land
This course examines the concept of the “Holy Land” according to the religious traditions of Judaism, Christianity and Islam. It explores the ways the Holy Land has been defined and sanctified in scripture and in works of art, architecture, literature, poetry and film. It also explores the ways that political rulers have tried to tap into the sanctity of the Holy Land to promote their own legitimacy. The course emphasizes the significance of the common heritage of the Holy Land, as well as how it has inspired religious and political conflict. Enrollment limited to 20. (H) Credits: 4
Suleiman Mourad
Offered Spring 2015

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] Credits: 4
Joel Kaminsky
Offered Fall 2014

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. This course will be meeting during the second half of the semester only. Graded S/U only. (E) Credits: 1
Constance Kassor
Offered Fall 2014

FYS 117 The Bible and the Public Square
We examine what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-year students. (H) [L] [WI] Credits: 4
Joel Kaminsky
Offered Fall 2014

200-Level Courses

No prerequisites unless specified.

Religious Studies: Philosophical, Theoretical or Comparative

REL 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] Credits: 4
Lois Dubin
Offered Fall 2014

Biblical Literature

REL 213 Prophecy in Ancient Israel
A survey of the institution of prophecy and the individuals who functioned as prophets in the Hebrew Bible. Emphasis on the following issues: What types of people became prophets? What did prophets speak about? What role did prophets
play in society? Did prophets deliver different or even conflicting messages? Can one tell a true from a false prophet? 

Joel Kaminsky
Offered Spring 2015

Jewish Traditions

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. 

Lois Dubin
Offered Fall 2014

REL 225 Jewish Civilization
Same as JUD 125. 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 2015 is Food and Foodways. 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. 

Lois Dubin
Offered Fall 2014

Christian Traditions

REL 236 Eastern Christianity
An introduction to the history and spirituality of Eastern Orthodox Christianity, with focus on the Byzantine and Russian traditions. Topics include the meanings and markers of tradition; icons and ritual; the spiritual elder and monastic culture; points of difference with Catholicism and Protestantism. Given that Eastern Christianity has made an unexpected comeback in post-Soviet society and culture, this course also examines contemporary Orthodox discourse on such issues as human rights, modernization, globalization and church/state relations. Readings from ancient and contemporary mystical, philosophical, liturgical, literary and political sources. Occasional films. 

Vera Shevzov
Offered Spring 2015

REL 238 Mary: Images and Cults
Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the “history of Mary” since early Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective identities? Topics include Mary’s “life”; rise of the Marian cult; differences among Protestant, Catholic and Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons, especially in Byzantium and Russia; Mary, liberation and feminism; Mary, politics and the Pussy Riot affair. Devotional, theological, polemical, and literary texts, art and film. 

Enrollment limited to 35. 

Vera Shevzov
Offered Fall 2014

Islamic Traditions

REL 245 The Islamic Tradition
The Islamic religious tradition from its beginnings in 7th century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur’an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. 

Suleiman Mourad
Offered Fall 2014

REL 246 Islamic Thought and the Challenge of Modernity
Major themes addressed by Muslim thinkers since the 18th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, conservatism, fundamentalism and militancy. Reading of primary sources in translation. 

Suleiman Mourad
Offered Spring 2015

Buddhist Traditions

REL 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 through major primary texts, contemporary writings and films. Enrollment limited to 35. 

Constance Kasoori
Offered Spring 2015

South Asian Traditions

REL 278 Religion in the Himalayas: Coexistence, Conflict and Change
This course examines the religious life of the Himalayan regions of India, Pakistan, Nepal, Tibet and Bhutan, paying particular attention to issues surrounding the construction of religious identity. Through text, film and art, we explore practices in Buddhist, Hindu, Muslim and local traditions, and investigate the ways in which these practices negotiate political change and modernization. Topics include gender (in)equality in religious institutions and practices, insider/outsider representations of communities, and the intersection of religion and politics. 

Constance Kasoori
Offered Spring 2015

REL 280 South Asian Visual Culture
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 visibility. 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. 

Andy Rotman
Offered Fall 2014
REL 282 Violence and Nonviolence 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 nonviolence 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) Credits: 4

Offered Spring 2015

Jamie Hubbard, Philip Peake

Religion in the Americas

AAS 232 The Black Church in the United States
This course is a sociocultural 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 explore the history of black religious expression during slavery that created the merging of African spirituality and Protestantism in the Afro-Caribbean and the U.S. We 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 is grounded in investigating the ways religion, spirituality and “church” have been used to imagine freedom for variously oppressed groups. We utilize scholarly texts as well as film and ethnography. Students will conduct exploratory/qualitative research as a major component of the class requirements. (H) (L) Credits: 4

Offered Fall 2014

Riché Barnes

300-Level Courses

REL 301 Seminar: Philosophy of Religion

Topic: C.S. Lewis

The life and thought of C.S. Lewis (1898–1963), the literary historian, novelist, poet, critic, satirist and popular Christian philosopher. Readings are drawn from Lewis’s writings on medieval and Renaissance literature, his fantasies (including the space trilogy and Narnia), philosophical and religious writings, letters and diaries, and the memoir Surprised by Joy. Attention is given to Lewis as a war writer, “Romantic rationalist” and controversialist, as well as to the main concerns and critical reception of his scholarly, imaginative and religious works. Permission required. Enrollment limited to 12. (H) (L) Credits: 4

Offered Fall 2014

Carol Zaleski

REL 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being

Same as PSY 304. What is happiness? What is personal well-being? How are they achieved? This course examines 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 100 or REL 105, or one course in Buddhist traditions; or permission of an instructor. (N) (S) Credits: 4

Offered Spring 2015

REL 310 Seminar: Hebrew Bible

Sibling Rivalries: Israel and the Other in the Hebrew Bible

This course examines the biblical idea of divine election, the notion that God specially favors certain individuals and nations, a notion that sits at the heart of ancient Israel’s theological self-understanding. Beginning with the narratives of sibling rivalry in Genesis and then turning to other relevant texts from the Hebrew Bible (read in English), as well as on occasion from the New Testament and rabbinic literature, we explore how the Hebrew Bible conceives of election, what it entails for those chosen, and what this implies about the three-way relationship among God, Israel and the nations of the world. Prerequisite: REL 162, REL 215, any other college-level Bible course, or permission of the instructor. Enrollment limited to 12. (H) (L) Credits: 4

Joel Kaminsky

Offered Spring 2015

REL 345 Seminar: Islamic Thought

Topic: The Qur’an

The Qur’an, according to the majority of Muslims, is God’s word revealed to Muhammad through angel Gabriel over a period of 22 years (610–632 CE). This seminar introduces students to Islam’s scriptural text: its content, form, structure and history. It also situates the Qur’an in the larger frame of the genre of Scripture: What does it mean for a text to be revealed? As such, the course will examine the Qur’an as a seventh-century product and as a text with a long reception-history among Muslims, exploring how it influenced to varying degrees the formulation of salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. (H) Credits: 4

Offered Fall 2014

Suleiman Mourad

REL 400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 2 to 4

Members of the department

Offered Fall 2014, Spring 2015

REL 408D Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 4 per semester, 8 for yearlong course

Members of the department

Offered Fall 2014, Spring 2015

Topic: The Qur’an

REL 408D Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 4 per semester, 8 for yearlong course

Members of the department

Offered Fall 2014, Spring 2015

Suleiman Mourad
Russian, East European and Eurasian Studies

Director
Vera Shevzov, Professor of Religion

REEES Advisory Committee
Justin Cammy, Associate Professor of Jewish Studies
†Serguei Glebov, Assistant Professor of History
Steven Goldstein, Professor of Government
Vera Shevzov, Professor of Religion
Alexander Woronzoff, Professor of Russian

The program in Russian, East European and Eurasian Studies (REEES) offers students the opportunity to study the cultures and peoples of Russia, Eastern Europe and Eurasia from a broad, interdisciplinary perspective. In addition to completing the foundation courses in language, students take courses that are offered by faculty who teach in a wide variety of departments and programs that include but are not limited to comparative literature, history, government, Jewish studies and religion.

Requirements

The Russian, East European and Eurasian Studies program (REEES) allows students to choose from two majors: Russian, East European and Eurasian studies or Russian language and literature. To complete their course of study, students may choose from courses offered both at Smith and through the Five College Consortium; they are also encouraged to study abroad.

Both majors comprise 12 semester courses.

I. Russian, East European and Eurasian Studies

Advisers: Justin Cammy, Serguei Glebov, Steven Goldstein, Vera Shevzov, Alexander Woronzoff

Requirements for the Major
1. Language basis: RUS 220Y (year-long, 8-credit course)
2. Nine 4-credit courses from the REEES list of approved courses. Students are expected to take at least one course from each of four fields: government, history, literature, and religion
3. Seminar or Advanced Special Studies
4. An eight-credit honors thesis may be written during the senior year. This thesis will count as two courses.

II. Russian Language and Literature

Adviser: Alexander Woronzoff

Requirements for the Major
1. Seven (7) required courses:
   a. RUS 126 Readings in 19th-century Russian Literature
   b. RUS 127 Readings in 20th-century Russian Literature
   c. RUS 220Y Intermediate Russian (counted as 2 courses)
   d. RUS 331 Advanced Russian RUS 332 Advanced Russian
   e. RUS 338 Seminar in Language and Literature (capstone for the track)
2. Three additional 4-credit REEES approved literature or language courses
3. Two 4-credit elective courses (not from language or literature) from the REEES list of approved courses
4. An 8-credit honors thesis may be written during the senior year. This thesis will count as two courses.

Specific course distribution appropriate for each student is to be created in consultation with the student’s major adviser.

Additional Guidelines for Both Majors
1. Students are encouraged to take advantage of the rich offerings in REEES available in the Five-College Consortium (Amherst College, Hampshire College, Mount Holyoke College and UMASS), which will count towards the major. Please consult the Five College REEES page for a current list of approved courses at http://www.fivecolleges.edu/sites/REEES/courses.
2. Courses taken while studying abroad or at an accredited institution during the summer may be counted toward the major. Students must petition the REEES Advisory Committee to count these courses after the completion of coursework: they should also consult with their adviser prior to embarking on such coursework.
3. Students are normally expected to take first- and second-year Russian at Smith.
4. No course counting toward the major may be taken as an S/U grade.

Honors

Students are encouraged to pursue a semester or yearlong Honors project in order to engage in in-depth research on a project of their own choice. In order to be considered for the Honors Program, students must have a 3.4 cumulative GPA through the junior year, have discussed their thesis with a REEES adviser of their choice and have their project approved by the REEES program Advisory Committee. For further details, please consult the REEES website.

RES 4300 Honors Project
Credits: 8
Alexander Woronzoff-Dashkoff
Offered Fall 2014, Spring 2015

Study Abroad

Students are encouraged to study abroad in an academic semester or year. Usually one year of language study is required prior to study abroad. Students normally pursue study abroad during their junior year. In some circumstances, students may choose to study abroad during the summer. Students who wish to count courses taken while abroad must petition the REEES Advisory Committee.

Courses

Language Courses

RUS 100Y Elementary Russian
The four-skills (listening, speaking, reading and writing) introduction to the Russian language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, all tenses and verbal aspect. By the end of the course, students will be able to sustain
conversation on basic topics, write short compositions, read short authentic
texts, as well as develop an understanding of Russian culture through watching,
discussing, and writing on movies, short stories, folk tales and poems. This is a
full-year course. Credits: 10
Susanna Nazarova
Offered Fall 2014, Spring 2015

RUS 220Y Intermediate Russian
General grammar review. Selections from Russian texts, not exclusively literary.
Prerequisite: 100y or the equivalent. This is a full-year course. {F} Credits: 8
Alexander Woronzoff-Dashkoff
Offered Fall 2014, Spring 2015

RUS 338 Seminar in Language and Literature
Topics course. Advanced study of a major Russian literary text.
Translation
Translation into Russian of various works. Students will eventually translate texts
of their liking, with a possible public reading at the end of the semester. Prerequi-
site: Intermediate Russian or permission of the instructor. {F} (L) Credits: 4
Alexander Woronzoff-Dashkoff
Not Offered This Academic Year

Fairy Tales
Russian fairy tales contain a wealth of exotic characters and elements. We
discuss them in the original, analyze them and consider how they influenced the
development of contemporary Russian literature. Taught in Russian. Prerequisite:
Intermediate Russian or permission of the instructor. {F} {L} Credits: 4

History and Politics

GOV 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} Credits: 4
Mlada Bukovansky
Offered Fall 2015

GOV 223 Russian Politics
After a brief discussion of the origins, evolution and collapse of the Soviet
system, this course focuses 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} Credits: 4
Steven Goldstein
Offered Fall 2014

JUD 284 (C) The Jews of Eastern Europe, 1750–1945
The modern history of the largest Jewish community in the world, from life
under the Russian tsars until its extermination in World War II. Topics include
Jewish political autonomy under the Polish-Lithuanian Commonwealth; the
shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist
legislation, Revolution, Sovietization, and the emergence of the modern nation-
state; the folkways and domestic culture of Ashkenazi; competition between new
forms of ecstatic religious expression and Jewish Enlightenment thought; the rise
of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and
the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular
Jewish identity; and the tension between memory and nostalgia in the aftermath
of the Holocaust. Concludes with an analysis of the recently opened Museum of
the History of Polish Jews in Warsaw. Enrollment limited to 18. {H} Credits: 4
Justin Cammy
Offered Spring 2015

GOV 256 Colloquium: Corruption and Global Governance
What can international institutions such as the International Monetary Fund and
the World Bank do about corruption? This course 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} Credits: 4
Mlada Bukovansky
Offered Spring 2016

HST 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.

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 re-
construct 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 experimen-
tation 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-year students and sophomores. {H} Credits: 4
Sergey Glebov
Not Offered This Academic Year

HST 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 sample pertinent travel accounts as
a form of ethnographical knowledge that reproduces notions of cultural identity
and civilization. {H} Credits: 4
Richard Lim
Offered Spring 2015, Spring 2016

HST 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} Credits: 4
Sergey Glebov
Offered Spring 2016

HST 241 (L) Soviet Union in the Cold War
Focuses on the history of the Soviet Union during the “greater Cold War,”
that is, between World War II and the disintegration of the USSR. Touches on
foreign policy developments but main focus will be on the social, political and
economic processes and cultural developments inside the USSR itself. Explores
Soviet history in the second half of the 20th century through historical works
and a range of primary sources. Topics include the post-war reconstruction, rise
of the military-industrial complex, education, popular culture and dissent. {H}
Credits: 4
Sergey Glebov
Offered Spring 2015, Fall 2015
HST 247 (L) 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. (H) (S) Credits: 4
Serguei Glebov
Not Offered This Academic Year

HST 340 Problems in Russian History
Topic: Russian Intellectual History
Stalinism and Its Histories
The phenomenon of Stalinist society created in the Soviet Union in the 1930s and replicated across the former Communist world. Stalinism was responsible for mass murder and victory over Hitler’s Germany. Detested by millions, it was often supported by Europe’s leading intellectuals. Social, economic, cultural, ideological and political preconditions for the party-state, the cult of the leader, mass violence and terror, and the command economy. How and why Stalinist regimes mobilized populations for large-scale social change and war. How histories of Stalinism were written and imbedded in the culture and politics of the 20th century. Comparisons to other totalitarian regimes. (H) Credits: 4
Serguei Glebov
Not Offered This Academic Year

Literature

CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Same as ENG 203, Chrétiens de Troyes; Shakespeare’s Antony and Cleopatra; Cervantes’ Don Quijote; Lafayette’s The Prince of Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Lecture and discussion. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. (L) (WI) Credits: 4
Maria Banerjee
Offered Spring 2015

CLT 218 Holocaust Literature
Creative responses to the destruction of European Jewry, differentiating between literature written in extrems in ghettos, concentration/exterrmination camps, or in hiding, and the vast post-war literature about the Holocaust. How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy. Selections from a variety of artistic genres (diary, reportage, poetry, novel, film, monuments, museums), and critical theory of representation. All readings in translation. (L) Credits: 4
Justin Cammy
Offered Fall 2014

CLT 264 Dostoevsky
A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious and political issues that inform Dostoevsky’s search for a definition of Russia’s spiritual and cultural identity. In translation. (L) Credits: 4
Maria Banerjee
Not Offered This Academic Year

CLT 305 Studies in the Novel
The Philosophical Novel
This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course focuses on the Central European novel of the 20th century, the age of “terminal paradoxes.” Texts will include Dostoevsky’s Notes from the Underground, Kafka’s The Trial, Musil’s Man without Qualities, and Kundera’s The Joke, The Farewell Party and The Unbearable Lightness of Being. (L) Credits: 4
Maria Banerjee
Offered Spring 2015

RUS 126 Readings in 19th-Century Russian Literature
Alienation and the Search for Identity
This course presents the shorter works of major Russian 19th-century authors in their chronological sequence. The discussion of their cultural context will address questions related to the transformation of Western European styles and themes within the crucible of Petersburg Russia. (L) Credits: 4
Maria Banerjee
Offered Fall 2014

RUS 127 Readings in 20th-Century Russian Literature
Literature and Revolution
The theme of revolution as a central concern of Soviet literature. Authors treat- ed include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. (L) Credits: 4
Alexander Woronzoff-Dashkoff
Not Offered This Academic Year

RUS 140 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 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 are supplemented by frequent video, internet and musical presentations, as well as other computer-based activities. (L) Credits: 4
Alexander Woronzoff-Dashkoff
Not Offered This Academic Year

RUS 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 disturbing mirror of Golgo’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. Credits: 4
Maria Banerjee
Not Offered This Academic Year

Turgenev and the Novel of Ideas
This course focuses on Turgenev’s major fiction and the question of the representation of ideas in the novel. It includes the critical and ideological debates
of the 1840s and 1860s, such as serfdom, the question of women in society, the conflict of generations. (E) {L} Credits: 4
Maria Banerjee
Not Offered This Academic Year

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 focuses on issues of gender, class, race and disguise among others. Authors to include Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Evgenia Ginzburg and Yelena Khanga. (E) {L} Credits: 4
Alexander Woronzoff-Dashkoff
Not Offered This Academic Year

RUS 340 Seminar in Russian Thought
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 Eugene Onegin, Turgenev’s On The Eve, Chernyshevsky’s What Is To Be Done?, Dostoevsky’s A Gentle Spirit and Tolstoy’s Thina 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} Credits: 4
Maria Banerjee
Not Offered This Academic Year

Religion

REL 236 Eastern Christianity
An introduction to the history and spirituality of Eastern Orthodox Christianity, with focus on the Byzantine and Russian traditions. Topics include the meanings and markers of tradition; icons and ritual; the spiritual elder and monastic culture; points of difference with Catholicism and Protestantism. Given that Eastern Christianity has made an unexpected comeback in post-Soviet society and culture, this course also examines contemporary Orthodox discourse on such issues as human rights, modernization, globalization, and church/state relations. Readings from ancient and contemporary mystical, philosophical, liturgical, literary and political sources. Occasional films. (H) {L} Credits: 4
Vera Shevzov
Offered Spring 2015

REL 238 Mary: Images and Cults
Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the “history of Mary” since early Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective identities? Topics include Mary’s “life”; the Marian cult; differences among Protestant, Catholic and Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons, especially in Byzantium and Russia; Mary, liberation and feminism; Mary, politics, and the Pussy Riot affair. Devotional, theological, polemical, and literary texts, art and film. Enrollment limited to 35. (H) {L} Credits: 4
Vera Shevzov
Offered Spring 2015

REL 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) {H} {L} Credits: 4
Vera Shevzov, Bryn Geffert
Not Offered This Academic Year

REL 335 Seminar: Christianity and Culture
Topic: The Russian Icon
As devotional object, political symbol, and art commodity, the Russian icon has been revered as sacred, vilified as reactionary, and displayed and sold as masterpiece. This seminar examines the complex and multifaceted world of the Russian icon from its Byzantine roots to its contemporary re-emergence in the public space of post-Soviet Russia. Consideration of the iconographic vocation and craft; beauty and the sacred; devotion and rituals; the icon and national identity; the “discovery” of the icon by the modern art world; controversial images and forms of iconoclasm. In addition to icons themselves, sources will include historical, devotional, liturgical, philosophical and literary texts. Enrollment limited to 12. (H) {L} Credits: 4
Vera Shevzov
Not Offered This Academic Year

Special Studies

RES 400 Special Studies
Offered both semesters each year. Credits: 1 to 4

Members of the department
Offered Fall 2014, Spring 2015
Science Courses for Beginning Students

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 biological sciences, 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.

- BIO 103  Economic Botany: Plants and Human Affairs
- BIO 120  Horticulture: Landscape Plants and Issues
- BIO 122  Horticulture
- BIO 123  Horticulture Laboratory
- CSC 111  Introduction to Computer Science Through Programming
- GEO 102  Exploring the Local Geologic Landscape
- GEO 108  Oceanography: An Introduction to the Marine Environment
- IDP 208  Women’s Medical Issues
- MTH 101  Algebra
- MTH 201  Statistical Methods for Undergraduate Research
- CHM 100  Perspectives in Chemistry
- ENV 100  Environment and Sustainability: Notes from the Field
- PSY 100  Introduction to Psychology
- PSY 110  Introduction to Neuroscience
- PSY 120  Human Cognition
- PSY 130  Clinical Neuroscience
- PSY 140  Health Psychology
- PSY 150  Abnormal Psychology
- PSY 165  Adult Development
- AST 105  Sky and Telescopes
- BIO 151  Cells, Physiology and Development Laboratory
- CHM 108  Environmental Chemistry
- CSC 103  How Computers Work
- ENV 101  Environmental Integration I: Perspectives
- GEO 101  Introduction to Earth Processes and History
- MTH 102  Elementary Functions
- PHY 117  Introductory Physics I
- PSY 201  Statistical Methods for Undergraduate Research
- BIO 152  Genetics, Evolution and Molecular Biosciences
- GEO 105  Natural Disasters: Confronting and Coping
- AST 111  Introduction to Astronomy
- BIO 153  Genetics, Evolution and Molecular Biosciences Laboratory
- GEO 106  Extraordinary Events in the History of Earth, Life and Climate
- AST 113  Telescopes and Techniques
- MTH 107  Statistical Thinking
- BIO 155  Biodiversity, Ecology and Conservation Laboratory
- MTH 111  Calculus I
The Major

Advisers: Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101), 201, either 202 or 203, 250, 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 course. 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

Advisers: Payal Banerjee, Ginetta Candelario, Rick 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

Honors Director: Nancy Whittier

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

**SOC 430D Honors Project**  
Credits: 4 per semester, 8 for yearlong course  
Offered Fall 2014, Spring 2015

**SOC 431 Honors Project**  
Credits: 8  
Offered Fall 2014

**SOC 432D Honors Project**  
Credits: 6 per semester, 12 for yearlong course  
Offered Fall 2014, Spring 2015

Requirements:
1. 10 semester courses beyond the introductory course (SOC 101): 201, either 202 or 203, 250, 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.

The prerequisite for all sociology courses is 101, or permission of the instructor. All 300-level courses require the permission of the instructor.

**SOC 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] Credits: 4  
Instructor: TBA, Nancy Whittier, Instructor: TBA, Fall 2014  
Leslie King, Marc Steinberg, Tina Wildhagen, Spring 2015  
Offered Fall 2014, Spring 2015

**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.  
Prerequisite: SOC 101. [M] Credits: 5  
Instructor: TBA  
Offered Fall 2014

**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 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 design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201. [M] [S] Credits: 4  
Tina Wildhagen  
Offered Spring 2015

**SOC 203 Qualitative Methods**  
Qualitative research methods offer a means of gaining insight and understanding into complex perspectives held by people about social practices and social phenomena. Whereas good quantitative research captures scale, good qualitative research reaches the depth of perceptions, views, experiences, behaviors and beliefs. Qualitative research deals with meanings; it seeks to understand not just what people do, but why they choose to do what they do. This course provides students with a theoretical as well as practical grounding in qualitative research including research ethics, research design, practicalities in research, research techniques, data analysis and theorizing and dissemination of research findings. Prerequisite: 201. [S] Credits: 4  
Mary Scherer  
Offered Spring 2015

**SOC 212 Class and Society**  
An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis,
SOC 221 Sex and Gender in American Society
This course examines the social construction of gender and sexuality in the context of social mobility, class consciousness, class reproduction, and the place of race and gender in the class order. Enrollment limited to 35. Prerequisite: SOC 101. [S] Credits: 4

Rick Fantasia
Offered Fall 2014

SOC 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 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. Enrollment limited to 35. Prerequisite: SOC 101. [S] Credits: 4

Tina Wildhagen
Offered Fall 2014

SOC 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. Prerequisite: SOC 101. [S] Credits: 4

Nancy Whittier
Offered Spring 2015

SOC 232 World Population
This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic, and environmental implications of these trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Enrollment limited to 35. Prerequisite: SOC 101. [S] Credits: 4

Leslie King
Offered Fall 2014

SOC 233 Environment and Society
This course explores the relationship between people and their environments. Using sociological theories, we 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. Prerequisite: SOC 101. [S] Credits: 4

Leslie King
Offered Fall 2014

SOC 239 How Power Works
This course focuses on a series of perspectives that examine the workings of power. These include Bourdieu, critical race, feminist Foucault, Marxist, and post-structuralist and queer theories. The course spans the very micro-bases of social life, starting with the body, to the very macro-ending with the nation-state and the world system. On the macro side, specific attention is given to the neoliberal state, including welfare and incarceration. In addition, the course focuses on several key institutions and spheres of social life, including education, media and culture, and work. Enrollment limited to 35 students. Prerequisite: SOC 101. [S] Credits: 4

Marc Steinberg
Offered Fall 2014

SOC 250 Theories of Society
This course introduces 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 is 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. Prerequisite: SOC 101. [S] Credits: 4

Payal Banerjee
Offered Fall 2014

SOC 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 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 are 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. Enrollment limited to 35. Prerequisite: SOC 101. [S] Credits: 4

Nancy Whittier
Offered Spring 2015
SOC 317 Seminar: Inequality in Higher Education
This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We address the question of how students’ social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we examine selected public policies aimed at minimizing inequality in student’s access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S} Credits: 4
Payal Banerjee
Offered Spring 2015

SOC 320 Seminar: Special Topics in the Sociology of Culture
Topics course. This course may be repeated for credit with different topics (up to two times).

The Sociology of Rock and Pop Music
This seminar surveys studies of rock and pop music from theoretical perspectives in the sociology of culture and cultural studies. The course concentrates on analyses of rock and pop music from the last three decades. We first take an overview of theories of culture that inform many recent studies. Topics covered 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 include weekly reading critiques and a final research paper. Priority is given to senior majors and those who have taken SOC 220. Prerequisite: SOC 101 and permission of instructor. {S} Credits: 4
Marc Steinberg
Offered Fall 2014

Sociology of the Arts
Sociological perspectives on the arts in society, with particular attention to the fine arts (primarily painting), to literature and to theatre, among other forms of cultural expression. Theories of the place of art in society, the social context of artistic production and the social production of the artist, as well as sociological perspectives on the changing nature of arts institutions and audiences, and the social position and aesthetic disposition of the artist. Prerequisite: SOC 101 and permission of instructor. {A} [S] Credits: 4
Rick Fantasia
Offered Spring 2015

SOC 323 Seminar: Social Justice, the Environment and the Corporation
This seminar surveys studies of corporation and social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self help, anti-abortion and pro-choice movements. {S} Credits: 4
Nancy Whittier
Offered Spring 2015

SOC 327 Seminar: Global Migration in the 21st Century
This 300-level seminar provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101, a course on global political economy, or permission of the instructor. Enrollment limited to 12. {S} Credits: 4
Payal Banerjee
Offered Spring 2015

SOC 328 Sociology of Wellbeing
The field of various “wellbeing practices,” including alternative and complementary medicines, has grown considerably over the past decades. This seminar considers what is at stake in the rise of the wellbeing arena. Why are increasing numbers of people turning to non-biomedical practices? How can we understand the significance of the wellbeing sphere for those engaging in different alternative and complementary health practices? What do alternative and complementary medicines treat and what kinds of ideas of health and healing do these practices entail? This seminar seeks to develop sociological insight into therapeutic seeking in contemporary world. Rather than solely reading material on the topic of wellbeing and holistic health, this seminar entails qualitative research into therapeutic practices. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S} Credits: 4
Eeva Sointu
Offered Fall 2014

SOC 329 Seminar: Sociology of the Body
This seminar is premised on the idea that bodies are socially and culturally located and produced. Norms pertaining to, for example, social class, gender, race and sexuality shape the body. The kinds of inequalities that bodies encounter—and the privileges that some bodies may enjoy—have effects on our identity. Power and powerlessness are inscribed in bodies, making them reflections of unequal power relations in society. In this course bodies will be considered as surfaces to be shaped and as artifacts that define the person in the body according to wider social assumptions. This seminar seeks to bring the body to the center of sociological analysis. Enrollment limited to 12. Prerequisite: SOC 101 and permission of instructor. {S} Credits: 4
Eeva Sointu
Offered Fall 2014

SOC 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 focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We 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. Enrollment limited to 12 students. Prerequisite:SOC 101 and permission of instructor. Credits: 4
Leslie King
Offered Fall 2014

General Courses

SOC 404 Special Studies
By permission of the department, for junior and senior majors. Credits: 4
Offered Fall 2014, Spring 2015

SOC 408D Special Studies
This is a full-year course. Credits: 4 per semester, 8 for yearlong course
Offered Fall 2014, Spring 2015
South Asia Concentration

Director
Nalini Bhushan

Smith College Participating Faculty
Elisabeth Armstrong, Payal Banerjee, Ambreen Hai, Pinky Hota, Leslie Jaffe, Marylin Rhie, Andy Rotman, Margaret Sarkissian, Charles Staelin, Vis Taraz

Five College Faculty
Amherst College: Amrita Basu, Sujani Reddy, Nasrat Chowdhury, Christopher Dole, Maria Heim, Nasser Hussain, Tariq Jaffer, Yael Rice, Krupa Shandilya, Dwaipayan Sen, Adam Sitze
Hampshire College: Dula Amarasinghe, Salman Hameed, Talya Kingston, Junko Oba, Uditi Sen
Mount Holyoke College: Kavita Datla, Girma Kebbede, Kavita Khory, Susanne Mrozik, Indira Peterson, Ajay Sinha, Amina Steinfield
UMass: Karen Cardozo, Anne Ciecko, Ranjanaa Devi, Asha Nadkarni, Svati Shah, Priyanka Srivastava

Requirements
1. The gateway course and an introductory course
   a) The 1-credit gateway course
   b) An additional introductory course with a focus on South Asia
2. Additional requirements
   a) One course in the visual, literary or performing arts
   b) One course in philosophy or religion
   c) One course in the social sciences
3. One advanced seminar and the capstone seminar
   a) One advanced seminar in any discipline that addresses South Asia
   b) The 1-credit capstone seminar, typically offered in the spring semester.
4. Each student is also required to complete two internships or a study abroad program and an internship (which may coincide with study abroad programs).

The gateway course and capstone seminar are to be taken at Smith, the remaining courses can be taken at Smith or at any of the other Five Colleges.

The South Asia concentration is open to any student by application. Applications can be made at www.smith.edu/southasia/about_reqs.php.

Courses
The South Asia concentration focuses on the interdisciplinary study of South Asia. It brings together the perspectives of various disciplines to develop a sustained curricular and co-curricular focus on South Asian life and culture. For more information see www.smith.edu/southasia.

SAX 140 South Asia: An Introduction
This course introduces students to the study of South Asia, the history of the region, the cultures 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.

SAX 300 Integrating Capstone Seminar for South Asia Concentrators
This course is designed for graduating South Asia concentrators. The goal is to provide an opportunity for every student to synthesize the material to which she has been exposed through her concentration courses and internships, and to present her integrating project to the rest of the class for feedback. Students read assigned material, do moodle posts and participate in class discussion. The product of such work will be presented publicly at Collaborations event in April. The course runs for the first seven weeks in a semester. Credits: 1
Instructor: TBA
Offered Spring 2015

SAX 400 Special Studies in South Asia Concentration
Admission by permission of the director of the South Asia concentration. Normally, enrollment limited to South Asia concentrators only. Credits: 1
Members of the Department
Offered Fall 2014, Spring 2015

Listed below is a sampling of courses that concern South Asia and are offered this year at Smith College. It includes both core courses, which count toward the concentration, as well as peripheral courses, which can be taken to supplement the concentration. There are also many South Asia-related courses offered throughout the Five Colleges.

Core

FYS 108 Curry: Gender, Race, Sexuality and Empire
Elisabeth Armstrong
Offered Fall 2014

FYS 153 The Bollywood Matinee: Gender, Nation and Globalization through the Lens of Popular Indian Cinema
Payal Banerjee
Offered Fall 2014

BUX 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
Constance Kassor
Offered Interterm 2015

ANT 267 Self and Society in South Asia
Pinky Hota
Offered Spring 2015

REL 278 Religion in the Himalayas: Coexistence, Conflict and Change
Constance Kassor
Offered Spring 2015

REL 280 South Asian Visual Culture
Andy Rotman
Offered Fall 2014
REL 282 Violence and Nonviolence in Religious Traditions of South Asia  
*Andy Rotman*  
Offered Fall 2014

ENG 319 South Asians in Britain and America  
*Ambreen Hai*  
Offered Fall 2014

SOC 327 Seminar: Global Migration in the 21st Century  
*Payal Banerjee*  
Offered Spring 2015

**Additional Courses**

HST 238 (C) Gender and the British Empire  
*Jennifer Hall-Witt*  
Offered Fall 2014

ENG 241 The Empire Writes Back: Postcolonial Literature  
*Ambreen Hai*  
Offered Fall 2014

IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees In India  
*Leslie Jaffe*  
Offered Fall 2014
Spanish and Portuguese

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 Portuguese Major: Marguerite Itamar Harrison, Malcolm K. McNee

Advisers for Study Abroad
For students interested in Smith Consortium Program PRESHCO, Córdoba, Spain: Faculty Adviser TBA. 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

Directors: Malcolm McNee (Portuguese and Brazilian Studies), Maria Estela Harretche (Spanish)

SPB 430D Honors Project
Credits: 8
Offered Fall 2014, Spring 2015

SPB 431 Honors Project
Credits: 8
Offered Fall 2014

SPN 430D Honors Project
Credits: 8
Offered Fall 2014

SPN 431 Honors Project
Credits: 8
Offered Fall 2014

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

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, profiling
from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with PRESHCO, for Study Abroad in Córdoba, Spain; 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 is 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. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 4
Marguerite Itamar Harrison
Offered Fall 2014, Spring 2015

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 are 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 also provides an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Enrollment limited to 18. Prerequisite: Spanish placement test or SPN 220 or its equivalent. [F] Credits: 4
Malcolm McNee, Fall 2014
Simone Gugliotta, Spring 2015
Offered Fall 2014, Spring 2015

POR 200 Intermediate Portuguese
This course serves as a comprehensive grammar review. In addition to a grammar textbook, we use 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. Enrollment limited to 18. Prerequisite: 100y or POR 125 or its equivalent. [F] Credits: 4
Simone Gugliotta
Offered Fall 2014

POR 215 Advanced Conversation and Composition
This course focuses 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 are based on short literary texts as well as articles from the media, music and film. Enrollment limited to 18. Prerequisite: POR125 or POR200 or permission of the instructor. [F] Credits: 4
Malcolm McNee
Offered Spring 2015

POR 220 Portuguese and Brazilian Literature and Culture
Brazilian Poetry and Performance Art
This intermediate language course develops facility in oral expression, reading and writing, through the media of poetry, music, plays and performance art. Enrollment limited to 18. Prerequisite: POR100Y or the equivalent. [F][L] Credits: 4
Malcolm McNee
Offered Fall 2014

POR 221 Portuguese and Brazilian Literature and Culture
Brazil x Five: A Journey Through Its Multicultural Regions
This course examines Brazil from the standpoint of its regional diversity, from which the country’s cultural richness is drawn. We study works of literature, visual culture, music and culinary history, in order to discuss Brazil’s regional, economic and racial differences, for the purpose of analyzing its identity as a multidimensional nation. Moreover, because of the country’s size and geographical location, students interested in comparative studies within Latin America will have a chance to look at each of Brazil’s regions in relation to its closest South American and Caribbean neighbors. [A][F][L] Credits: 4
Marguerite Itamar Harrison
Offered Spring 2015

POR 381 Seminar in Portuguese and Brazilian Studies
Angola, Brazil and Cuba: Race, Nation and Narrative
This course considers the formation and interrogation of national identities in three post-colonial settings: Angola, Brazil and Cuba. Our readings and discussion focus on notions of race, culture and hybridity in the narration of these national identities. How do different artists and intellectuals respond to the urge for national, cultural and racial unity in the face of dramatic diversity? How do they respond to the racialized legacies of colonialism and Eurocentrism? How does privileging the hybrid, mulatto, creole or mestizo/mestiço identity both subvert and reinvent sociocultural and aesthetic hierarchies? The focus is on fiction and poetry but will also include film, music and visual culture, as well as readings on sociohistorical contexts. Course taught in English. Students will have the option of doing selected readings and written work in Spanish and/or Portuguese. Enrollment limited to 12. [A][F][L] Credits: 4
Malcolm McNee
Offered Fall 2015

POR 400 Special Studies in Portuguese and Brazilian Literature
By permission of the department, normally for senior majors. Credits: 1 to 4
Members of the department
Offered Fall 2014, Spring 2015

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. Three contact hours. Priority will be given to first- and second-year students. Y courses cannot be divided at midyear with credit for the first semester. Enrollment limited to 18 per section. Credits: 8
Lisandro Kaban, Phoebe Porter, Fall 2014
Lisandro Kaban, Phoebe Porter, Spring 2015
Offered Fall 2014, Spring 2015
SPN 125 Spanish for Heritage Speakers
This course is for students of Hispanic heritage who speak Spanish but who have not studied it formally. Students 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 Latino 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) Credits: 4
Michelle Jeffroy
Offered Fall 2014

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 112; 120 or the equivalent. (F) Credits: 4
Lisandro Kahan, Melissa Belmonte, Fall 2014
Molly Falsetti-Yu, Spring 2015
Offered Fall 2014, Spring 2015

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. Enrollment limited to 18 per section. Prerequisite: SPN 120, 200 or the equivalent. (F) Credits: 4
Patricia Gonzalez, Silvia Berger, Fall 2014
Lisandro Kahan, Molly Falsetti-Yu, Spring 2015
Offered Fall 2014, Spring 2015

SPN 225 Advanced Composition
This course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The course focuses on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar is 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 to study abroad. (F) Credits: 4
Patricia Gonzalez, Fall 2014
Silvia Berger, Spring 2015
Offered Fall 2014, Spring 2015

SPN 230 Latin American and Peninsular Literature
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 examine the consequences of political exile as a journey to the unknown (Jiménez, Cernuda, Cortazar, Neruda, Alberti) as well as the voluntary exile of the artist in search of a new aesthetic identity (Dario, Lorca, Vallejo). Special attention is given to the problems of subjectivity, gender and sexuality in the works of four women poets: Agustini, Stomi, Parra and Pizarnik. Students have the option of composing an original poem to supplement their final grade. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (F) Credits: 4
Maria Harretche
Offered Fall 2014

Doméstica: Precarious Subjects and the Politics of Intimacy in Literature and Film
This course explores the realities and representation of women's domestic labor from the thematic perspectives of precariousness (a condition and expression of subjectivity under globalization) and intimacy (understood as both an experience of affect and a condition of labor). This course uses short fiction, documentary and film from the Spanish-speaking world (the Americas and Spain), as well as film from the Portuguese-speaking world, where appropriate, to explore the ways in which women's transnational domestic labor has shaped new cultural subjects and political identities in the public as well as the private sphere. Students work independently and in groups on the theme of women's domestic labor from the perspective of their choosing (for example, human rights, migration policies, racial and gendered labor regimes, neoliberal reforms and resistance). Readings and films are targeted to the high-intermediate-level student. Taught in Spanish. Enrollment limited to 19. (F) Credits: 4
Michelle Jeffroy
Offered Spring 2015

SPN 240 From Page to Stage
Argentinia 2000–14: 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 bring stories from page to stage for a final presentation in Spanish. Performance strategies are used during the course to enhance foreign language skills. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 19. (F) Credits: 4
Maria Estela Harretche
Offered Spring 2015

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 Study Abroad in Spain. Prerequisite: SPN 220 or above, or permission of the instructor. Enrollment limited to 19. (F) Credits: 4
Ibtissam Bouachrine
Offered Spring 2015

SPN 245 Topics in Latin American and Peninsular Studies
Topic: Jewish Women of the Muslim Mediterranean
This course examines the experiences of Jewish women in al-Andalus and North Africa from the Middle Ages until today. Discussions will focus on Jewish women's literary and cultural contributions to predominantly Muslim societies, pri-
Spanish and Portuguese

marily in the western Mediterranean. Students are also invited to think critically about concepts such as “tolerance” and “dhimma,” as well as what it means to be a woman and a religious minority in mostly-Muslim countries. Course taught in Spanish. Prerequisite: SPN 220 or above, or permission of the instructor. Cannot be repeated for credit. Enrollment limited to 19. {A}{F} Credits: 4

Ibtissam Bouachrine
Offered Fall 2014

SPN 246 Latin American Literature
Mirrors of the Self, or the Eye/I of the Artist
This course examines the different strategies writers and artists use in their quest for self-representation. Through different materials such as films, memoirs, photographs and paintings, students will be able to establish meaningful connections between the image created by the artists, the tools they choose to use, and the place that self-representation has within a specific artistic context. Issues of globalization and cross-cultural exchanges are also explored. Most readings and class discussions are conducted in Spanish, with some materials in their original English. Prerequisite: Spanish 220 or above. Enrollment limited to 18. {F} [L] Credits: 4
Silvia Berger
Offered Fall 2014

Zapatismo: Cultural Resistance on the “Other” Border
This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year’s Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement’s diverse cultural media, including communiqués, radio broadcasts, visual art, web blogs and storytelling, students examine the role of media arts and literary forms in Zapatismo’s cultural and political philosophies, as well as develop a broad understanding of Zapatismo’s influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220. Enrollment limited to 19. {F} [L] Credits: 4
Michelle Joffroy
Offered Fall 2014

SPN 250 Survey of Iberian Literatures and Society I
Sex and the Medieval City
This course examines the medieval understanding of sex and the woman’s body within an urban context. We read medieval texts on love, medicine and women’s sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women’s bodies and defined their health and illness. We 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. Special attention is 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. {F} [L] Credits: 4
Silvia Berger
Offered Spring 2015

SPN 251 Survey of Iberian Literatures, Art and Society II
A society and its cultural journeys is examined through the eyes of writers and other 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. {F} [L] Credits: 4
Maria Estela Harretche
Offered Spring 2015

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. {F} [L] Credits: 4
Patricia Gonzalez
Offered Fall 2014

SPN 261 Survey of Latin American Literature II
A study of the development of genres and periods in Latin American literature. Special attention is 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. {F} [L] Credits: 4
Silvia Berger
Offered Spring 2015

SPN 290 Depicting Journey Through Digital Storytelling
This course is for seniors who have spent a semester or year in a Spanish-speaking country. We 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 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- to 4-minute film about her own reflections on her experience. Prerequisite: Semester or year abroad and a high level of Spanish. Enrollment limited to 12 students. {A}{F} Credits: 2
Molly Falsetti-Yu
Offered Fall 2014

SPN 332 Seminar: The Middle Ages Today
Queer Andalus 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 Maghrebi and Iberian representations of same-sex desire. Readings will include texts by Ibn Hazm, al-Tifashi, al-Nafwazi, Wallada, Ibn Sahl of Seville and Ibn Quzman. Course taught in Spanish. Enrollment limited to 14. {F} [L] Credits: 4
Ibtissam Bouachrine
Offered Fall 2014

SPN 371 Seminar: Latin American Literature in a Regional Context
Centroamérica: Texts, Films, Music
This course charts the artistic experience in Central America from the first Mayan texts to the revolutionary poetry of the Sandistas, to the eerie magnetic prose of Miguel Ángel Asturias to the indigenous struggles of today, from poetry workshops for the masses to political and racial oppression. Using primary texts, both visual and print, we discuss repression, state-terrorism, censorship, corruption and with the help of films, documentaries, diaries, journal articles, correspondence and graphic art, we discuss repression, state-terrorism, censorship, corruption
and the reciprocal roles of victim and oppressor. The class includes training in methodologies of acting, and at the end of the course, scenes from these texts are staged in Spanish. No previous acting experience required. Enrollment limited to 14.  {A}{F}{L} Credits: 4
Maria Estela Harretche
Offered Fall 2014

SPN 373 Seminar: Literary Movements in Spanish America
Contesting Feminisms: Transnational and Indigenous Voices Rethinking Latin American Feminisms
This course explores a range of critical and activist perspectives that rethink Latin American feminist theories and praxis in light of new cultural and social identities that have emerged from indigenous, autonomous and transnational social movements under neoliberal conditions. The course uses a case study approach, focusing on specific feminist nodes in distinct cultural regions that provide the opportunity to study how particular feminist concerns are defined, critiqued, revised, appropriated and/or rejected from within these contemporary social locations. Critical frameworks include gender, race, ethnicity, class, motherhood, the body, sexuality, land and citizenship, labor and subjectivity, and citizenship and migration. Students engage a critical feminist vocabulary that reflects the complexities of contemporary feminist thinking and activism, including notions of intersectionality, identification, performativity, agency, and resistance. Most readings in Spanish; class conducted in Spanish. Enrollment limited to 14.  {F}{L} Credits: 4
Michelle Joffroy
Offered Fall 2014

SPN 400 Special Studies in Spanish and Spanish American Literature
By permission of the department, normally for senior majors. Credits: 1 to 4
Members of the department
Offered Fall 2014, Spring 2015

Cross-Listed Courses

CLT 268 Transnational Latina Feminisms
This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, “race,” class, sexuality and political consciousness are analyzed in light of the writers’ coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful.  {L} Credits: 4
Nancy Sternbach
Offered Spring 2015

FYS 159 What’s in a Recipe?
What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story or to resist assimilation? Does a recipe bolster or undermine national cooking? This seminar looks at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading informs our writing as we try to establish such connections as the politics of the traveling tomato, the overuse of corn and other indigenous crops of the Americas. How to read, write, construct and deconstruct a recipe will inform our collective work in this class. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students.  {L}{WI} Credits: 4
Nancy Sternbach
Offered Fall 2014
The interdepartmental minor in statistical and data sciences 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. Among the courses used to satisfy the student’s major requirement, a maximum of two courses can count towards the minor. Ordinarily, no more than one course graded S/U will be counted towards the minor.

Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination or who have had other equivalent preparation in statistics will not be required to repeat the introductory statistics course, but they will be expected to complete five courses to satisfy the requirements for the minor in applied statistics.

The student must also take both of the following courses:

MTH 290 Research Design and Analysis
MTH 291 Multiple Regression

The student must choose two (or more) application courses. Courses not on the following list must be approved by the student’s SDS adviser if they are to count toward the minor.

BIO 232 Evolution
BIO 234 Genetic Analysis
BIO 235 Genetic Analysis Laboratory
BIO 266 Principles of Ecology
BIO 267 Principles of Ecology Laboratory
ECO 240 Econometrics
ECO 311 Seminar: Topics in Economic Development
ECO 331 Seminar: The Economics of College Sports and Title IX
ECO 351 Seminar: The Economics of Higher Education
ECO 363 Seminar: Inequality
ECO 396 Seminar: International Financial Markets
EDC/MTH 206 Statistical Literacy in Educational Research and Policy
EDC 389 Techniques for Modeling Engineering Processes
GOV 312 Seminar in American Government
MTH 246 Probability
MTH 292 Data Science
PSY 301 Research Design and Analysis
PSY 319 Research Seminar in Biological Rhythms
PSY 325 Research Seminar in Health Psychology
PSY 335 Research Seminar: Alcohol Use and Misuse
PSY 358 Research Seminar in Clinical Psychology
PSY 369 Research Seminar on Categorization and Intergroup Behavior
SOC 202 Quantitative Research Methods
PSY 373 Research Seminar in Personality Psychology
PSY 375 Research Seminar on Political Psychology
SOC 202 Quantitative Research Methods

Students planning to minor in statistical and data sciences 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 statistics track within the mathematics major in the Department of Mathematics and Statistics.
The Major
Advisers: Members of the department

Adviser for Study Abroad: TBA

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. Twelve semester courses, at least two of which must be at a 300-level, including 198 and 199 Theatre History and Culture
3. 141 Acting I
4. 100 The Art of Theatre Design or 252 Set Design I or 253 Introduction to Lighting Design or 254 Costume Design I
5. 344 Directing I or 261 Writing for Theatre
6. Four credits of 200 Theatre Production (these count as a single semester course)
7. Two additional courses from either Division A or B
8. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on acting:
1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theatre History and Culture
3. 141 Acting I
4. Two of the following: 252 Set Design I, 253 Introduction to Lighting Design, 254 Costume Design
5. One of the following: 352 Set Design II, 353 Advanced Studies of Lighting Design, 354 Costume Design II, 318 Movements in Design
6. 344 Directing I or 261 Writing for Theatre
7. Four credits of 200 Theatre Production (these count as a single semester course)
8. Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on design:
1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theatre History and Culture
3. 141 Acting I
4. Two of the following: 252 Set Design I, 253 Introduction to Lighting Design, 254 Costume Design
5. One of the following: 352 Set Design II, 353 Advanced Studies of Lighting Design, 354 Costume Design II, 318 Movements in Design
6. 344 Directing I or 261 Writing for Theatre
7. Four credits of 200 Theatre Production (these count as a single semester course)
8. Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on playwriting:
1. Twelve semester courses, at least two of which must be at the 300-level, including 198 and 199 Theatre History and Culture
3. 141 Acting I
4. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
5. 100 The Art of Theatre Design, or 252 Set Design or 253 Introduction to Lighting Design or 254 Costume Design I
6. 344 Directing I
7. 4 credits of 200 Theatre Production (these count as a single semester course)
8. 398 Senior Collaboration Capstone

Requirements for a theatre major with an emphasis on directing:
1. Twelve semester courses, at least two of which must be at a 300-level, including 198 and 199 Theatre History and Culture
3. 141 Acting I
4. One additional acting course from 242 Acting II and 312 Masters and Movements in Performance
5. 100 The Art of Theatre Design
6. 261 Writing for Theatre
7. 344 Directing I and 345 Directing II
8. Four credits of 200 Theatre Production (these count as a single semester course)
9. 398 Senior Collaboration Capstone

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 4-credit course of the student’s choice (including, as an option, 4 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, Andrea Hairston

**THE 430D Honors Project**  
Credits: 4 per semester, 8 for yearlong course  
Offered Fall 2014, Spring 2015

**THE 431 Honors Project**  
Credits: 8  
Offered Fall 2014, Spring 2015

**THE 432D Honors Project**  
Credits: 6 per semester, 12 for yearlong course  
Offered Fall 2014, Spring 2015

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

**Graduate**

**Adviser:** Andrea Hairston, Leonard Berkman

For the master of fine arts in playwriting, please refer to page 44.

**THE 512 Advanced Studies in Acting, Speech and Movement**  
Credits: 4  
**Daniel Kramer**  
Offered Fall 2014, Spring 2015

**THE 513 Advanced Studies in Design**  
Credits: 4  
**Instructor: TBA, Fall 2014**  
**Catherine Smith, Edward Check, Spring 2015**  
Offered Fall 2014, Spring 2015

**THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting**  
Credits: 4  
**Kyriaki Gounaridou, Leonard Berkman, Fall 2014**  
**Leonard Berkman, Spring 2015**  
Offered Fall 2014, Spring 2015

**THE 580 Special Studies**  
Credits: 4  
**Members of the department**  
Offered Fall 2014, Spring 2015

**THE 590 Research and Thesis Production Project**  
Credits: 4  
**Instructor: TBA**  
Offered Fall 2014, Spring 2015

**THE 590D Research and Thesis Production Project**  
This is a full-year course. Credits: 4 per semester, 8 for yearlong course  
**Instructor: TBA**  
Offered Fall 2014

**THE 198 Theatre History and Culture: Ancient Greece to English Restoration**  
This course surveys the history of theatre, drama and performance from Ancient Greece to the 18th century. The main focus is on the theatres of Europe and their relationship to their respective cultures. Non-Western issues in regards to Asian theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under consideration.  
**A [H] [L]**  
Credits: 4  
**Kyriaki Gounaridou**  
Offered Fall 2014

**THE 199 Theatre History and Culture: 18th Century to the Present**  
This course surveys the history of theatre, drama and performance from the 18th century to the present. The main focus is 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 is also discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under consideration.  
**A [H] [L]**  
Credits: 4  
**Kyriaki Gounaridou**  
Offered Spring 2016

**A. History, Literature, Criticism**

**THE 213 American Theatre and Drama**  
This course discusses 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 are complemented by video screenings of recent productions of some of the plays under discussion.  
**A [H] [L]**  
Credits: 4  
**Kyriaki Gounaridou**  
Offered Spring 2016

**THE 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, Wilkiewicz, 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.  
**A [H] [L]**  
Credits: 4  
**Leonard Berkman**  
Offered Fall 2015

**THE 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, Schimmpfennig, 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.  
**A [H] [L]**  
Credits: 4  
**Leonard Berkman**  
Offered Spring 2016
THE 221 Rehearsing the Impossible: Black Women Playwrights
Interrupting The Master Narrative
Building on the legacy of Alice Childress, Lorraine Hansbury, Adrienne Kennedy and Ntozake Shange, this course explores the work of Pearl Cleage, Lynne Nottage, Suzan Lori Parks, Anne D. Smith and other playwrights who from the 1950s to the present go about reinventing the narrative of America. We consider their theatrical/artist production in the context of black feminism. As artists, audiences and critics grapple with the enduring legacy of minstrel storytelling in the late 20th and early 21st centuries, what were/are the particular artistic and intellectual challenges for these theatre artists? What are/were their strategies, missteps, triumphs? [A] [H] [L] Credits: 4
Andrea Hairston
Offered Fall 2014

THE 313 Masters and Movements in Drama
"Sequential Decades of Feminist Drama in English From the 1960s to the Present"
This course focuses on the array of feminist perspectives and voices that we have experienced among several generations of feminist playwrights writing in English around the globe, numbers of whom have been honored as finalists and winners of the International Susan Smith Blackburn Playwrights Prize. Playwrights whose scripts will be studied and interrelated include Alice Childress, Marie-Irene Fornes, Caryl Churchill, Wendy Wasserstein, Judith Thompson, Susan Yankowitz, Sharon Pollock, Louise Page, Marina Carr, Suzan-Lori Parks, Paula Vogel, Joanna Murray-Smith, Sarah Ruhl and Lucy Kirkwood. [A] [H] [L] Credits: 4
Leonard Berkman
Offered Fall 2014

THE 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 are 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. [A] [L] Credits: 4
Leonard Berkman
Offered Spring 2015

THE 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 investigates the counterfactual, speculative, subjective impulse in overtly speculative drama and film with a particular focus on race and gender. We examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Olandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hansberry, 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. [A] [L] Credits: 4
Andrea Hairston
Offered Fall 2014

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.

THE 141 Acting I: Fundamentals of Acting
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. [A] Credits: 4
Daniel Kramer
Offered Fall 2014, Spring 2015

THE 142 Voice for Actors
An introduction to the study of voice, exploring the connections between thought, feeling and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15. [A] Credits: 4
Norma Noel
Offered Spring 2015

THE 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 (September 10) 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. Credits: 1
Samuel Russe
Offered Fall 2014, Spring 2015

THE 201 Theatre Production
Same description as above. There will be one general meeting Monday, January 26, 2009, at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. Credits: 1
Samuel Russe
Offered Fall 2014, Spring 2015

THE 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.

Physical Theatre
This course explores significant points of access to Physical Theatre for actors and directors, including experiential research and practice in the Method of Physical Actions, Viewpoints, Composition, Laban Movement Analysis and Authentic Movement. Additionally, we explore the demands and expressive potentials of physically distinct styles of performance (commedia dell’arte, melodrama, corporeal mime). Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12. [A] Credits: 4
John Hellwig
Offered Spring 2015

THE 252 Set Design I
The course develops overall design skills for designing sets for the theatre. After reading assigned plays, students learn 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 also emphasizes the importance of collaborating with every member of the creative team. Enrollment limited to 12.  {A} Credits: 4
Edward Check
Offered Spring 2015

THE 253 Introduction to Lighting Design
This course introduces students to the theory and practice of stage lighting design. Over the semester, we 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 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 also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12.  {A} Credits: 4
Nan Zhang
Offered Spring 2015

THE 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} Credits: 4
Catherine Smith
Offered Fall 2014, Spring 2015

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 biweekly 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} Credits: 4
Andrea Hairston, Leonard Berkman, Fall 2014
Leonard Berkman, Spring 2015
Offered Fall 2014, Spring 2015

THE 262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P.  {A} Credits: 4
Andrea Hairston, Leonard Berkman, Fall 2014
Leonard Berkman, Spring 2015
Offered Fall 2014, Spring 2015

THE 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} Credits: 4
Daniel Kramer
Offered Spring 2015

THE 345 Directing II
Theoretical and practical aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression the stage. Prerequisites: Directing I. In addition, Acting II (THE 242) and a 200-level design class are strongly recommended. Permission of the instructor required.  {A} Credits: 4
John Hellweg
Offered Spring 2015

THE 352 Set Design II
This course is a continuation of Set Design I. Students look at the advanced challenges when designing sets for ballet, music theatre and opera. Enrollment limited to 12.  {A} Credits: 4
Edward Check
Offered Spring 2015

THE 353 Advanced Studies of Lighting Design
This course further explores light as a tool to illuminate, sculpt and articulate ideas and their execution on and off stage. We examine various contemporary approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We also probe light as an expressive medium in creative realms beyond theatrical venues and investigate its role in cinematography, digital animation, architecture, interior design, industrial design and so on. Students design lighting for the annual Spring Dance Concert and will develop research and creative projects under the instructor’s individual guidance. Interdisciplinary projects are strongly encouraged. Prerequisite: THE 253 and permission of the instructor. Can be repeated once for credit with permission of the instructor.  {A} Credits: 4
Nan Zhang
Offered Spring 2015

THE 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} Credits: 4
Catherine Smith
Offered Fall 2015

THE 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} Credits: 4
Andrea Hairston
Offered Spring 2015

THE 362 Screenwriting
Intermediate and advanced script projects. Prerequisite: 361. L and P.  {A} Credits: 4
Andrea Hairston
Offered Spring 2015

THE 398 Collaboration Capstone
THE 398 is designed as the capstone course in the theatre major. Students from across the subdisciplines of theatre work in groups as theatre companies. Each group collaborates to establish a mission statement; ties their company to historical and contemporary theatre practice; chooses a season; writes a broad range of dramaturgical, educational and promotional materials; and presents work (scripts, designs, scenes, etc.) from the season. A range of guest artists and outside faculty work with the students on the act of collaboration, and on the building of a company and a mission. Prerequisites: THE 198 or THE 199, junior or senior majors. Credits: 4
Daniel Kramer
Offered Fall 2014
THE 400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.
Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

Cross-Listed Courses

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 explores different critical perspectives, such as psychoanalytic, feminist, political and intercultural approaches. The students attend live performances and film and video screenings, and write their own reviews and critical responses. Seminar discussions and student presentations will be complemented by visits and conversations with invited critics and artists. This course counts toward the theatre major. Enrollment limited to 16 first-year students. [A] [L] [WI] Credits: 4
Kyriaki Gounaris
Offered Fall 2014

FYS 136 Moth to Cloth
For thousands of years, cloth has been one of the major occupations of women, a vital part of every economy, a promoter of technological development, a signifier of status and power, and a primary expression of identity and social connection. Literally and metaphorically, cloth spans nearly every branch of scholarship—anthropology, archaeology, art, biology and botany, classics, chemistry, dance, economics, engineering, history, linguistics, literatures, mathematics, physics, psychology, religion, sociology, theatre, urban studies, women and gender studies. In this course we examine the components of cloth—fiber, yarn, construction, finish—through group and individual projects, situate them in history and culture (and the curriculum), and create a website that will be a resource for scholars everywhere. Enrollment limited to 16 first-year students. (E) [A] [N] [WI] Credits: 4
Catherine Smith, Marjorie Senechal
Offered Fall 2014
The Translation Studies Concentration offers students studying a foreign language and culture an opportunity to refine their knowledge of the foreign language through translation. A student who wants to create a bridge between two majors, one of which is in a foreign language and culture and the other in a different discipline, will also find the concentration to be an important supplement to her curriculum. Student concentrators may not only be drawn to the literary side of translation; they may also seek to link their knowledge in the social sciences or sciences to their practice of a foreign language, translating governmental or legal documents, working with immigrant or refugee communities who need the help of a translator or interpreter, or translating scientific papers.

The Translation Studies Concentration encourages study in a broad range of scholarly disciplines, including courses in the various departments of foreign languages and cultures. Comparative literature, classics, film studies, American studies and English, The Poetry Center and the Five College journal *Metamorphoses: A Journal of Literary Translation* provide opportunities for guest translators as well as for student internships. Other resources include the Five College Center for the Study of World Languages (www.fivecolleges.edu/fclang) and the UMass Translation Center (www.umasstranslation.com).

The requirements for the concentration are deliberately flexible to allow students to pursue the translation practice that most suits their interests or needs—from literary to technical translation to the ethical complexities that arise in interpretation.

**Courses**

**CLT 150 The Art of Translation: Poetics, Politics, Practice**

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don’t shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We’ll explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. Can be taken concurrently with FRN 295 for 4 credits. {L} Credits: 2

Carolyn Shread

**Offered Spring 2015**

**TSX 340 Capstone Seminar in Translation Studies**

The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their advisor in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The seminar readings focus on renowned practitioners’ reflections on the difficulties and complexities of translating, the obstacles, discoveries and solutions that the translator encounters. We read a series of essays that engage with the conflicting interpretations and nuances of translations in 14 languages of Ferdinand Oyono’s iconic 1956 African novel, *Une vie de boy*. We will compare how these translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Students will be responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Enrollment limit of 12 students. {L} Credits: 2

Janie Vanpee

**Offered Spring 2015**

**Academic Courses**

Course lists are not exhaustive. Students should consult the current catalog to verify when courses are offered and with their advisers as to whether particular courses are acceptable for credit.

**Electives With a Focus on Translation Theory, Technology or Practice**

- CLT 271 Bilingual Writers
- CLT 220 Colloquium: Imagining Language
- CLT 300 Foundations of Contemporary Literary Theory
- CLS 260 Transformations of a Text: Shape-Shifting and Translation
- FRN 295 French Translation in Practice [2 credits]
- ITL 340 The Theory and Practice of Translation
- GER 350 Language and the German Media
- EAL 360 Topics in East Asian Language and Literature
- JPN 350 Contemporary Texts
- RUS 339 Topics Course: Translation

**Mount Holyoke College**

- HACU-0219 Poetry as Translation: Borders and Bridges
- HACU-0278 Introduction to Comparative Literature
- Writing for Film: Text and Memory in Transnational Cinema (future course)
- Yiddish Literature and Culture (future course)
- The Task of the Translator (future course)

**Hampshire College**

- COMP-LIT 290T Translation, Cross-Cultural Communication and the Media
- COMP-LIT 391P Transatlantic Translation: Cuba, New York, Spain
- COMP-LIT 393T Theory and Practice of Translation
- COMP-LIT 481 Interpreting Studies: Research and Practice I
- COMP-LIT 482 Interpreting Studies: Research and Practice II
- COMP-LIT 551 Translation and Technology

Graduate courses in the translation program for qualified students

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**Advisory Committee**

Maria Banerjee  Giovanna Bellesia  Margaret Bruzellus
Egíal Doss-Quinby  Dawn Fulton  Chris Golé
Patricia Gonzalez  Kyriaki Gounaridou  Mohamed Hassan

Maki Hubbard  Judith Keyler-Mayer  Reyes Lazzaro
Malcolm McNee  Thalia Pandiri  Caitlin Szymkowicz
Ellen Watson  Sujane Wu

**Coordinator**

Lisa Morde
Students are encouraged to take the officially recognized tests whenever possible, for example, when studying abroad on Smith’s Study Abroad programs. Normally, advanced-level courses (at the 300 or above level) will be considered to be equivalent to the B2 level of the CEFRL. For students working in “critical languages”—or non-Western languages such as Arabic, Chinese, Japanese, Korean, Russian, Turkish, Urdu—the level of achievement should be the 300-level at Smith and with consultation with their adviser. International students, or students whose native language is other than English, should consult with their concentration adviser on how best to show they have attained the equivalent of a B2 level in English, the language from which they will translate.

E-Portfolio Language Passport

Students will be expected to develop an e-portfolio Language Passport. The European Council on Languages has developed a model of the Language Passport that can be adapted to non-European languages. See www.coe.int/t/dg4/linguistic/Portfolio_en.asp and www.coe.int/t/dg4/education/elp/elp-reg/Source/Guidetocompile/COE_language-passport_EN.pdf. Students may include the following in their e-portfolio: a detailed language self-assessment; a reflection on their language-learning; a reflection on how their practical experiences have deepened their understanding of the language and culture they are studying; a shortened version of the introduction to their final translation project.

Capstone: A choice of three possibilities:
1. An independent translation project (10 pages minimum, depending on the type of translation) with a substantial introduction that reflects on the obstacles, difficulties and successes of the task of translation.
2. An extra translation project within the context of an existing seminar or 300-level course in the language or culture of the student’s translation focus. (If students choose this option, the course will be in addition to the other four academic courses required for the concentration.)
3. An Honors thesis that is a translation project or reflects on translation.

Whichever of the three options the student chooses for the capstone, she will consult with her concentrator adviser. All students working on their capstone project will take TRX 340, a 2-credit course spring semester of their final year in the concentration. The course will include readings on issues of translation and focus on discussion of the students’ projects. This course will be offered starting spring 2015.
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 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. A sample listing of approved Smith courses can be found on this site under the “Courses” tab. However, each student will craft her own minor with the help of her adviser and may include courses not on this list. Please consult home departments for year and semester each course is offered.

**Afro-American Studies**

AAS 245  The Harlem Renaissance
AAS 278  The '60s: A History of Afro-Americans in the United States from 1954 to 1970

**Art**

ARH 283  Architecture Since 1945 (L)
ARH 285  Great Cities (L) Rome
ARH 388  Advanced Architecture: Complex Places, Multiple Spaces

**Economics**

ECO 230  Urban Economics

**Education**

EDC 200  Education in the City
EDC 336  Seminar in American Education: Urban Educational Reform, Policy and Practice

**Government**

GOV 204  Urban Politics
GOV 217  Colloquium: The Politics of Wealth and Poverty in the U.S.
GOV 311  Seminar in Urban Politics

**History**

HST 209 (C)  Aspects of Middle Eastern History Urban Spaces/ Contested Places: Social and Cultural Histories of Non-Western Cities
HST 227 (C)  Aspects of Medieval European History Crusade and Jihad. Religious Violence in the Islamo-Christian Tradition
HST 267 (L)  The United States Since 1877
HST 279 (L)  The Culture of American Cities

**Landscape Studies**

LSS 200  Socialized Landscapes: Private Squalor and Public Affluence

**Sociology**

SOC 213  Race and National Identity in the United States
SOC 214  Sociology of Hispanic Caribbean Communities in the United States
SOC 218  Urban Sociology
Study of Women and Gender

Members of the Committee for the Program for the Study of Women and Gender 2014–15

*1 Martha A. Ackelsberg, William R. Kenan Jr. Professor of Government and Professor of the Study of Women and Gender
Elisabeth Brownell Armstrong, Associate Professor of the Study of Women and Gender, Director
†2 Carrie N Baker, Associate Professor of the Study of Women and Gender
Payal Banerjee, Assistant Professor of Sociology
†2 Darcy C. Buerkle, Associate Professor of History
†1 Ginetta E. B. Candelario, Associate Professor of Sociology
†1 Paula J. Giddings, Elizabeth A. Woodson 1922 Professor of Afro-American Studies
Ambreen Hai, Professor of English Language and Literature
Michelle Joffroy, Associate Professor of Spanish and Portuguese
Alexandra Keller, Professor of Film Studies
Daphne M. Lamothe, Associate Professor of Afro-American Studies
Gary L. Lehring, Associate Professor of Government
Naomi J. Miller, Professor of English Language and Literature
Cornelia D.J. Pearsall, Professor of English Language and Literature
Kevin Everod Quashie, Professor of Afro-American Studies and the Study of Women and Gender
†1 Marilyn R. Schuster, Professor of the Study of Women and Gender and Andrew W. Mellon Professor in the Humanities
Christine Marie Shelton, Professor of Exercise and Sport Studies
†1 Susan R. Van Dyne, Professor of the Study of Women and Gender
Anna E. Ward, Lecturer in 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.

The Major

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

1. The major requires the completion of 10 semester courses, including at least two 300-level seminars, totaling 40 credit hours. These courses shall comprise 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. Any given course may fill more than one of the requirements below. SWG 150 Introduction to the Study of Women and Gender (normally taken in the first or second year, may not be elected S/U)
2. One queer studies course
3. One course in the women, race and culture thematic focus
4. Three courses within one of the following thematic foci (including one 300-level seminar):
5. Four (4) courses with the SWG prefix, including 150 and one 300-level seminar
6. Two 300-level courses (total)

Transfer students are expected to complete at least half of their major (or five courses) at Smith (or with 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.

The Minor

Requirements

In consultation with an adviser from the Study of Women and Gender program committee, a student will select six approved courses (or a total of 24 credits) in the program. The courses must include:
1. SWG 150, Introduction to the Study of Women and Gender (normally taken in the first or second year, and which may not be elected S/U)
2. One queer studies course
3. One course in the women, race and culture thematic focus
4. Three additional courses in the program

Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor.

Honors

A student may honor in SWG by completing an 8-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.
SWG 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. Credits: 1 to 4
Instructor: TBA
Offered Fall 2014, Spring 2015

SWG 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 website at www.smith.edu/swg/honors.html. Credits: 4 per semester, 8 for yearlong course
Elisabeth Armstrong
Offered Fall 2014, Spring 2015

Courses with SWG prefix or taught by SWG faculty in 2014–15

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 learn about subject areas, methodological issues and resources in queer studies. May be not be repeated for credit. Offered for 2 credits, graded satisfactory/unsatisfactory only.
Kevin Quasbie
Offered Spring 2015

SWG 101 SWG Reads
The course offers a series of talks and discussions about the ways that SWG reads the world around us and the times we live in. This course introduces students to “intersectionality” as a core concept and a distinctive methodology of the Study of Women and Gender. We will use a series of contemporary case studies drawn from current events, music, film, literature and history to develop a deeper awareness of how our individual experiences and social and historical forces intersect. The course meets Thursday evenings from 7:30 to 9 p.m. for seven weeks beginning on September 11 and ending October 23. Graded S/U only.
Elisabeth Armstrong
Offered Fall 2014

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, the course includes lecture and discussion, and students will be assigned to sections.
Anna Ward, Carrie Baker, Elisabeth Armstrong. Instructor: TBA. Spring 2015
Offered Spring 2015

SWG 202 Queering Disability
This course provides an introduction to the interdisciplinary field of disability studies with a specific focus on the intersection between dis/ability and sexuality. We focus on key frameworks in disability studies and explore scholarship that seeks to destabilize our ideas regarding difference. Through disability, we think critically about conventional conceptualizations of disability and normality of communities. Special attention will be paid to the theoretical junctions between disability studies and critical theories of embodiment in feminism and queer studies. Prerequisites: SWG 150 or permission of the instructor.
Anna Ward
Offered Fall 2014

SWG 220 Introduction to Queer Studies
This course is designed to provide students with an introduction to the interdisciplinary field of queer studies, including its historical formations and recent innovations. Particular attention is paid to the roots of queer theory in feminist theories of subjectivity and desire, queer of color critique and queer critiques of traditional domains of knowledge production. Prerequisite: SWG 150 or permission of the instructor.
Anna Ward
Offered Fall 2014

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 study constitutional and statutory law as well as public policy. Some of the topics we cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination, and pregnancy discrimination. We study feminist activism to reform the law and 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.
Elisabeth Armstrong
Offered Fall 2014

SWG 230 Gender, Land and Food Movement
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 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.
Elisabeth Armstrong
Offered Fall 2014

SWG 270 Colloquium: Documenting Lesbian Lives
Grounding our work in the current scholarship in lesbian history, this course explores lesbian communities, cultures and activism. While becoming familiar with the existing narratives about lesbian lives, students are introduced to the method of oral history as a key documentation strategy in the production of lesbian history. Our texts 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 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.
Elisabeth Armstrong
Offered Fall 2014

SWG 271 Reproductive Justice
This course is an interdisciplinary exploration of reproductive rights, restrictions and resistance in the United States, examining history, activism, public policy, science and discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape women’s experiences of reproductive oppression and their resistance
strategies. Topics include eugenics and the birth control movement in the United States; the reproductive rights and justice movements; U.S. population control policies, criminalization of pregnant women; fetal personhood and women’s citizenship; the medicalization of women’s bodies; reproductive technologies; the influence of disability, incarceration and poverty on women’s ability to control their reproduction; the anti-abortion movement and reproductive coercion. (H) (S) Credits: 4

Carrie Baker
Offered Spring 2015

SWG 290 Gender, Sexuality and Popular Culture
How do popular culture texts reinforce and/or challenge social norms? How do they both reflect and construct our sexual and gendered identities, the communities we identify with, and who and who we find pleasurable? This course provides an opportunity to think critically about the media around us and what makes popular culture such a tremendous source of both pleasure and displeasure. The course examines a range of popular culture texts, including television, music and new media. We focus in-depth on a set of case studies designed to introduce key concepts in feminist and queer media studies, critical media literacy and cultural studies. Prerequisite: SWG 150 or permission of the instructor. (E) (A) (S) Credits: 4

Anna Ward
Offered Spring 2015

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 300 Special Topics in the Study of Women and Gender
LGBT Politics Internationally
This course examines LGBT movements around the globe. Focusing on LGBT and human rights movements for equality, recognition and survival in an international and comparative contexts. Topics include internal political struggles; failures and successes; cultural differences in the framing of “sexuality” and sexual identities; gay marriage globally; international law and sexuality; NGOs and international activism; human rights violations and the United Nations, sexual health and AIDS. Prerequisite: SWG 150 and at least one additional course in SWG. (S) Credits: 4

Gary Lehring
Offered Fall 2014

SWG 302 Intimacies
While scholarship on contemporary American society often emphasizes how distracted and disconnected we are, it can also be argued that we have developed new ways of connecting, generating intimacies that challenge, exceed or swerve from traditional categorizations (e.g. sexual, familial). What are the queer and feminist resonances of these modes of intimacy? How has new media and technology helped to generate and proliferate new forms of intimacy? Topics include the use of social media, contemporary pornographies, intimacies across time and the queering of the genre of the “buddy”/road movie. Prerequisite: SWG 150 and at least one additional SWG course. Enrollment limited to 12. (E) (A) (S) Credits: 4

Anna Ward
Offered Spring 2015

SWG 300 Special Topics in the Study of Women and Gender
The Gay 80s
In this seminar, we look at the gay culture in the 1980s. In this regard, we consider four particular aspects: the AIDS epidemic in the U.S. and the activism that engages this crisis; the explosion of underground and mainstream art (visual art, music, literature, film, theater) that showcases an interest in thinking about sexuality, gender and gender normativity, sex and eroticism, and intersection-ality; the decade’s culture of conservatism, especially in relationship to the legacy of the ‘60s and the ‘70s; and the emergence of queer studies scholarship. Permission of the instructor required. Prerequisite: SWG 150 and at least one additional course in SWG. (L) (S) Credits: 4

Kevin Quashie
Offered Spring 2015

SWG 323 Seminar Sex, Trade and Trafficking
This seminar is an interdisciplinary examination of the international and domestic sex trade and trafficking involving women and girls, including sex trafficking; commercial sexual exploitation of girls; brokered, forced and child marriage; and sex work. We explore the social, economic and political conditions that shape these practices, including poverty and wealth inequality, globalization, war, technology, restrictions on migration, and ideologies of race, gender and nation. We also examine the social movements that address sex trafficking and sex work, particularly divisions among activists working on these issues, and learn about and assess anti-trafficking laws and public policies. Throughout the seminar, we analyze these issues from a feminist intersectional perspective. Prerequisites: SWG 150, one additional course in the major, and permission of the instructor. Enrollment limited to 15. (S) Credits: 4

Carrie Baker
Offered Fall 2014

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 website.

AAS 243 Black Activist Autobiography
Riché Barnes
Offered Spring 2015

AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
Shani Roper
Offered Fall 2014

AAS 360 Seminar: Toni Morrison
Kevin Quashie
Offered Fall 2014

AMS 201 Introduction to the Study of American Society and Culture
Floyd Cheung
Offered Spring 2015

AMS 203 Women, Sex and Gender in Early America
Christen Mucher
Offered Fall 2014

ANT 250 The Anthropology of Reproduction
Suzanne Gottschang
Offered Spring 2015

ARH 280 Art Historical Studies
The Body in Medieval Art: Figured/Disfigured
Brigitte Baetttner-Gorra
Offered Spring 2015

CLT 206 Empathy, Rage and Outrage: Female Genital Excision in Literature and Film
Katherine Mule
Offered Spring 2015
CLT 232 Modern Chinese Literature  
_Sabina Knight_  
Offered Spring 2015

CLT 239 Intimacy in Contemporary Chinese Women's Fiction  
_Sabina Knight_  
Offered Fall 2014

CLT 260 Health and Illness: Literary Explorations  
_Sabina Knight_  
Offered Spring 2015

EAL 232 Modern Chinese Literature  
_Sabina Knight_  
Offered Spring 2015

EAL 239 Intimacy in Contemporary Chinese Women's Fiction  
_Sabina Knight_  
Offered Fall 2014

EAS 219 Modern Korean History  
_Jina Kim_  
Offered Spring 2015

ENG 241 The Empire Writes Back: Postcolonial Literature  
_Ambreen Hai_  
Offered Fall 2014

ENG 278 Asian American Women Writers  
_Floyd Cheung_  
Offered Spring 2015

ENG 285 Introduction to Contemporary Literary Theory  
_Ambreen Hai_  
Offered Spring 2015

ENG 287 Shakespeare's Sisters: Representing Women in the Renaissance  
_Naomi Miller_  
Offered Spring 2015

ENG 319 South Asians in Britain and America  
_Ambreen Hai_  
Offered Fall 2014

ESS 230 Body Images and Sport Media  
_Instructor: TBA_  
Offered Spring 2015

FLS 232 Colloquium: U.S. American Women of Color Filmmakers  
_Lokeilani Kaimana_  
Offered Spring 2015

FLS 330 Authorship and Women of Color Filmmakers  
_Lokeilani Kaimana_  
Offered Spring 2015

FRN 230 Colloquium in French Studies  
_Women Writers of Africa and the Caribbean_  
_Dawn Fulton_  
Offered Fall 2014

Consumers, Culture and the French Department Store  
_Jonathan Gosnell_  
Not Offered This Academic Year

FRN 393 French Intellectuals: Observing and Contesting Social Order  
_Helene Visentin_  
Offered Spring 2015

FYS 107 Women of the Odyssey  
_Justina Gregory_  
Offered Fall 2014

FYS 108 Curry: Gender, Race, Sexuality and Empire  
_Elisabeth Armstrong_  
Offered Fall 2014

FYS 131 Opera: The Book and the Music (Saints and Spitfires)  
_Robert Hosmer_  
Offered Fall 2014

FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema  
_Payal Banerjee_  
Offered Fall 2014

GOV 266 Contemporary Political Theory  
_Gary Lebring_  
Offered Spring 2015

GOV 305 Seminar in American Government  
_Strange Bedfellows: State Power and Regulation of the Family_  
_Alice Hearst_  
Offered Spring 2015

HST 235 (L) Women and Gender in Contemporary Europe  
_Darcy Buerkle_  
Offered Fall 2014, Spring 2016

HST 265 (L) Race, Gender and United States Citizenship, 1776–1861  
_Elizabeth Pryor_  
Offered Fall 2014, Fall 2015

HST 270 (C) Aspects of American History  
_Anatomy of a Slave Revolt_  
_Elizabeth Pryor_  
Offered Spring 2015

HST 278 (L) Women in the United States Since 1865  
_Jennifer Guglielmo_  
Offered Fall 2014, Fall 2015

HST 289 (C) Aspects of Women's History  
_Women and Higher Education: Smith College in Historical Context_  
_Jennifer Hall-Witt_  
Offered Spring 2015

HST 355 Topics in Social History  
_Debates in the Historiography of Gender and Sexuality_  
_Darcy Buerkle_  
Offered Fall 2014

HST 371 Seminar: Problems in 19th-Century United States History  
_Remembering Slavery: A Gendered Reading of the WPA Slave Interviews_  
_Elizabeth Pryor_  
Offered Fall 2014, Fall 2015

IDP 208 Women's Medical Issues  
_Leslie Jaffe_  
Offered Spring 2015
IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees in India
Leslie Jaffe
Offered Fall 2014

ITL 344 Senior Seminar: Italian Women Writers
Women in Italian Society: Yesterday, Today and Tomorrow
Giovanna Bellesia
Offered Spring 2015

LAS 201 Colloquium in Latin American and Latino/a Studies
Sexual and Reproductive Rights in Latin America
Cora Anderson
Offered Fall 2014

LAS 260 (L) Colonial Latin America, 1492–1821
Ann Zulawski
Offered Fall 2014

PSY 265 Political Psychology
Lauren Duncan
Offered Fall 2014

PSY 266 Psychology of Women and Gender (C)
Lauren Duncan
Offered Spring 2015

PSY 345 Feminist Perspective on Psychological Science
Benita Jackson
Offered Spring 2015

REL 106 Women and Religion
Lois Dubin, Vera Shevzov
Offered Spring 2015

REL 238 Mary: Images and Cults
Vera Shevzov
Offered Fall 2014

SOC 212 Class and Society
Rick Fantasia
Offered Spring 2015

SOC 216 Social Movements
Marc Steinberg
Offered Spring 2015

SOC 229 Sex and Gender in American Society
Nancy Whittier
Offered Fall 2014

SOC 239 How Power Works
Marc Steinberg
Offered Fall 2014

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures
Nancy Whittier
Offered Spring 2015

SOC 323 Seminar: Gender and Social Change
Nancy Whittier
Offered Spring 2015
Women’s Education Concentration

Advisory Committee
Carrie N Baker, Study of Women and Gender
Ibtissam Bouachrine, Spanish and Portuguese, Co-Director
Susan C. Bourque, Government
†1 Rosetta Cohen, Education & Child Study, Co-Director
Susan Etheredge, Education & Child Study, Co-Director
Paula Giddings, Afro-American Studies
Stacie Hagenbaugh, Lazarus Center for Career Development
Susannah Howe, Engineering
Robert Merritt, Biological Sciences
Lucy W. Mule, Education and Child Study
Christine Shelton, Exercise and Sports Studies
Cris Smith, Education, Policy, Research and Administration
Tina Wildhagen, Sociology

The women’s education concentration provides students with a framework for exploring the range of issues associated with the education of women, both in the United States and internationally. Students may explore the topic of women's education broadly, or focus on an area of special interest, such as women's education in the developing world.

Participation: The women’s education concentration includes up to 15 students annually, and is open to any student by application. The application is available online at www.smith.edu/wex/concentration.php

Requirements
The concentration is composed of six courses for a minimum of 21 credits:
1. Gateway course WEX 100 Educating Women (1 credit)
2. Four electives chosen with adviser's approval
3. Capstone course (4 credits)
4. Two practical experiences

Courses
WEX 100 Educating Women-An Introduction
(Formerly IDP 140) This lecture course explores a range of issues that have an impact on girls' and women's education. In a series of six sessions, faculty members 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 women's education in the developing world. S/U Only. Credits: 1
Susan Etheredge, Ibtissam Bouachrine
Offered Fall 2014

Suggested Courses for Women's Education Concentration Credit
The following is a list of courses that may count as electives for the concentration, organized by department and according to the general field in which they fall. Additional courses which, while not specifically focused on women's education, may be counted toward the concentration with the approval of the adviser or director, provided the independent project or research paper for the course is focused on women's education. Consult the catalog for course details and availability.

Historical
Smith College Courses
AAS 245 The Harlem Renaissance
AMS 201 Introduction to the Study of American Society and Culture

Five College Courses
AFRAM 210 20th-Century African American Culture and Society (Mount Holyoke)
CSI 0265 Family, Gender and Power (Hampshire)
EURST 315 European History—Uncommon Women (Mount Holyoke)
HIST 46 Women's History 1865 to Present (Mount Holyoke)
HIST 275 18th- and 19th-Century Women (Mount Holyoke)

Domestic
Smith College Courses
AAS 289 (C) Feminism, Race and Resistance: History of Black Women in America
EDC 235 Child and Adolescent Growth and Development
EDC 341 The Child in Modern Society
ESS 502 Philosophy and Ethics
EDC 237 Comparative Education
PSY 266 Psychology of Women and Gender (C)

Five College Courses
AFRAM 201 African American Culture and Society (Mount Holyoke)
CSI 0265 Family, Gender and Power (Hampshire)
HIST 275 18th- and 19th-Century Women (Mount Holyoke)
POLIT 304 Inequality/Social Policy (Mount Holyoke)

Global
Smith College Courses
EDC 237 Comparative Education
SOC 237 Gender and Globalization
FYS 165 Childhood in African Literature

Five College Courses
ASLC 363 Women in the Middle East (Amherst)
CSI 0265 Family, Gender and Power (Hampshire)
EDUC 229 Introduction to International Education
EDUC 752 Gender Issues in International Education (UMass, Center for International Education)
EDUC 720 International Development Theories for Educators
EDUC 635 Issues in Literacy Program Development (UMass, Center for International Education)
EURST 315 European History—Uncommon Women (Mount Holyoke)
ACC 223 Financial Accounting
The course, while using traditional accounting techniques and methodology, focuses 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 is 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. Credits: 4
Ronald Mannino
Offered Fall 2014

CCX 120 Community-Based Learning: Ethics and Practice
Same as IDP 120. Service-learning, civic engagement and community service have become familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how to bring community issues into the classroom and how best to bring students into the neighborhoods surrounding their colleges and universities. IDP 120 considers these issues through exposure to both the literature of community engagement and the experiences of those who practice its different forms. This course serves as a gateway course for the Community Engagement and Social Change Concentration. As such, one of the primary purposes of the class is to give students exposure to the varied opportunities available at the college for engaging with communities. Specifically, the course focuses on volunteer opportunities, course-based engagement and examples of community-based research. Within and across these different approaches, we will identify and explore the ethical issues that characterize community partnerships and the best practices that attempt to address these issues. Students also interact with peers, faculty, guest speakers and community members who will provide firsthand perspectives on the local practice of CBL and the critical needs in surrounding communities. S/U only. Credits: 2
Lucy Mule
Offered Spring 2015

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 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). Credits: 2
Naomi Miller
Offered Fall 2014

IDP 102 Race and Its Intersections with Class, Gender and Sexuality
This course offers an interdisciplinary, critical examination of race largely in the context of the United States. Although race is no longer held by scientists to have any essential biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), definitions of citizenship, economics (from slavery to discriminatory loan arrangements), culture (dance, fashion, literature, music, sport) and identities. 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? How does it intersect with gender, sexuality, social class, religion and abilities? By bringing together faculty from a variety of programs and disciplines—and by looking at a range of cultural texts, social studies, and historical events where racial distinctions and identities have been deployed, constructed and contested—we hope to give the students an understanding of how and why race matters. (E) Credits: 2
Tom Rickell, Jane Stengel
Offered Spring 2015

IDP 106 Mapping the Renaissance
What was the Renaissance? The word is literally “rebirth” but, capitalized, it usually means European rediscovery of Greek and Roman cultures (mediated by translations from the Arabic) between 14th and 16th centuries. However faithfully or fancifully the classics were revived (opinions vary), the period of the “Renaissance” reached far beyond literary and artistic cultures to new technologies, new sciences and new worlds: the invention of printing, the start of modern physics and astronomy, the “discovery” of the Americas; the enormous expansion of trade with all parts of the world and the beginnings of capitalist economics; the rise of Protestantism; the development of the nation state. In this 13-week course we’ll explore the explosion that was the Renaissance, from kings to sunspots, from mathematics to maps, from printing to painting to royal progresses. This is a course in which various disciplines will rub shoulders with one another in order to suggest the variety of this extraordinary moment. (E) Credits: 2
William Oram, Douglas Patey, Marjorie Senechal
Not Offered This Academic Year

IDP 110 Writers on Writing: An Introduction to the Craft and Business of Writing Narratives
In a series of seven lectures, writers—creative nonfiction authors, playwrights, novelists, screenwriters, documentarians and short story writers—provide an overview of the practice of creating narratives from specific disciplinary perspectives. Editors, publishers, agents and producers reflect on the publication and production process. Speakers discuss researching, revising, publishing and producing texts and read from their work to provide examples. They also explore questions of style, voice, and genre. S/U only. Only meets during the first half of the semester (Jan. 30–Mar. 13). {A} Credits: 1
Andrea Hairston, Julio Alves
Offered Spring 2015

IDP 115 AEMES Seminar
This course shows students how to apply appropriate learning strategies to extend and refine their academic capacities. Course content includes research on learning styles, motivation, memory and retrieval, as well as application of study skills and introduction to college resources. The interactive format includes personal inventory and reflection, guest speakers, leadership activities, and study groups for science, engineering and mathematics courses. Enrollment limited to 20 AEMES scholars. Mandatory grading S/U. Credits: 2
Gail Thomas
Offered Fall 2014

IDP 136 Applied Learning Strategies
This six-week course teaches students to extend and refine their academic capacities to become autonomous learners. Course content includes research on motivation, learning styles, memory and retrieval, as well as application of goal setting, time management and study skills. Students who take this course
will be better prepared to handle coursework, commit to a major, and take responsibility for their own learning. Enrollment limited to 15. Grading S/U. (E) Credits: 1
Gail Thomas
Offered Spring 2015

IDP 150 Introduction to AutoCAD
This course provides students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course covers tools and techniques for effective two-dimensional drafting. No previous computer drafting experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. Credits: 1
Keith Zaltzberg
Offered Interterm 2015

IDP 151 Introduction to SolidWorks
This course provides students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course covers tools and techniques for effective three-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 18. Graded S/U only. Credits: 1
Eric Jensen, Susannah Howe
Offered Interterm 2015

IDP 250 Applied Design and Prototyping: Design It! Make It!
This course provides students with an introduction to applied design and prototyping. Students learn to transform an idea into a set of sketches, a computer model and a working prototype. The course covers design strategies, design communication, documentation, materials, rapid prototyping, and manufacturing. Prerequisites: IDP 150j Introduction to AutoCAD or IDP 151j Introduction to SolidWorks (either in January 2015 or previously) or equivalent experience elsewhere. Enrollment limited to 12. Graded S/U only. Credits: 1
Eric Jensen, Susannah Howe
Offered Interterm 2015

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 are 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) Credits: 4
Leslie Jaffe
Offered Spring 2015

IDP 320 Seminar on Global Learning: Women’s Health of Tibetan Refugees In India
This seminar examines women’s health and cultural issues within India, with a focus on Tibetan refugees, and then applies the knowledge experientially. During interterm, 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 is by permission of the instructor/s. Students required to write an essay explaining their interest and how the seminar furthers their educational goals. Attendance at a seminar info session is required to be eligible to apply. Info sessions will be held at Health Services on April 1 and April 2 at 5 p.m. Please email Eva Peters if you plan to attend a session, as pizza will be served. Enrollment limited to 5 students. (E) Credits: 4
Leslie Jaffe
Offered Fall 2014

IDP 325 Art/Math Studio
This course combines two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular individual theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques—as well as several small written assignments—are a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) Credits: 4
Puu Atela
Offered Spring 2015

QSK 101 Algebra
Same as MTH 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical 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. Credits: 4
Catherine McCune
Offered Fall 2014, Spring 2015

SPE 100 The Art of Effective Speaking
This one-credit course gives 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 presents material on an aspect of speech craft and delivery; each student then gives a presentation reflecting her mastery of that week’s material. The instructor films each student’s presentations and reviews them in individual conferences. During one class meeting, the students also review and analyze films of notable speeches. Classes are held for the first six weeks of the semester. 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.” Enrollment limited to 10 with priority given to seniors. Credits: 1
Debra Carney, Peter Sapira
Offered Spring 2015
Five College Academic Departments, Majors and Certificate Programs

African Studies Certificate Program

Smith College Advisers
Elliot Fratkin, Anthropology
Caroline Melly, Anthropology
Katwiwa Mule, Comparative Literature
Louis Wilson, Afro-American Studies
Jeffrey Ahlman, History
Alfred Babo, French Studies
Joanne Corbin, School for Social Work
Kim Yi Dionne, Government
Simon Halliday, Economics
Albert Mosley, Philosophy
Gregory White, Government

Please see www.fivecolleges.edu/african for requirements, courses and other information about the Five College African Studies Certificate Program.

Asian/Pacific/American Studies Certificate Program

Smith College Advisers
Payal Banerjee, Sociology
Floyd Cheung, English Language and Literature and American Studies
Ambreen Hai, English Language and Literature
Jina Kim, East Asian Studies
Kimberly Kono, East Asian Languages and Literature
Bill E. Peterson, Psychology
Dennis Yasutomo, Government

Please see www.fivecolleges.edu/apastudies for requirements, courses and other information about the Five College Asian/Pacific/American Studies Certificate Program.

Buddhist Studies Certificate Program

Smith College Advisers
Jay Garfield, Philosophy
Jamie Hubbard, Religion
Marylin Rhie, Art
Andrew Rotman, Religion

Please see www.fivecolleges.edu/buddhism for requirements, courses and other information about the Five College Buddhist Studies Certificate Program.

Coastal and Marine Sciences Certificate Program

Program Coordinator
Cindy Bright, Five Colleges Inc.

Smith College Advisers
Paulette Peckol, Biological Sciences
Sara Pruss, Geosciences

Please see www.fivecolleges.edu/marine for requirements, courses and other information about the Five College Coastal and Marine Sciences Certificate.

Cognitive Neuroscience Certificate Program

Smith College Advisers
Mary Harrington, Psychology
Maryjane Wraga, Psychology

Please see www.fivecolleges.edu/cogneuro for requirements, courses and other information about the Five College Certificate in Cognitive Neuroscience.

Culture, Health and Science Certificate Program

Smith College Advisers
Suzanne Z. Gottschang, Anthropology
Elliot Fratkin, Anthropology
Don Joralemon, Anthropology
Sabina Knight, Comparative Literature
Benita Jackson, Psychology

Please see www.fivecolleges.edu/chs for requirements, courses and other information about the Five College Certificate in Culture, Health and Science.

Ethnomusicology Certificate Program

Smith College Advisers
Margaret Sarkissian, Music
Steve Waksman, Music and American Studies

Please see www.fivecolleges.edu/ethnomusicology for requirements, courses and other information about the Five College Ethnomusicology Program.
Film Studies Major

Smith College Advisers
Alexandra Keller, Film Studies
Barbara Kellum, Art
Dean Flower, English Language and Literature
Dawn Fulton, French Studies

Please see www.fivecolleges.edu/film for requirements, courses and other information about the Five College film studies major.

International Relations Certificate Program

Smith College Advisers
Mlada Bukovansky, Government
Gregory White, Government

Please see www.fivecolleges.edu/international for requirements, courses and other information about the Five College International Relations Program.

Languages

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 courses in Less-Commonly Taught Languages (LCTLs) to undergraduate and graduate students at Amherst, Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts Amherst. The center offers multiple programs with varying pacing options for students who are interested in independent language study.

Courses offered through the Mentored Language Program cover all four primary language skills: speaking, listening, reading and writing. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. Independent Plus courses combine independent study with small group conversation sessions and one-on-one peer-tutoring. These courses emphasize speaking, listening and basic literacy in the language; reading and writing practice reinforces developing oral skills. Students are required to complete a standard syllabus during the semester and demonstrate competencies through regular attendance and participation in conversation and peer-tutoring sessions, a homework portfolio (with both video and written submissions), and a final oral evaluation with an external evaluator conducted at the end of the course. The Supervised Independent Language Program (FCSILP) offers independent study courses in many less-commonly studied languages. The courses emphasize speaking and listening skills. Students study independently following a program syllabus, meet once a week with a native speaker of the language for conversation practice and complete an oral evaluation with an outside evaluator at the end of the course.

Current and recent offerings include Afrikaans, Amharic, Bangla/Bengali, Bulgarian, Czech, Dari, Filipino, Georgian, Modern Greek, Haitian Creole, Hungarian, Malay, Mongolian, Nepali, Norwegian, Pashto, Romanian, Shona, Thai, Twi (Ghana), Ukrainian, Vietnamese, Wolof (Senegal), Xhosa (South Africa), Zulu (South Africa).

Interested students should visit www.fivecolleges.edu/fclang for complete course plan details, syllabi and application instructions. To make an appointment at the center, email fclang@hfa.umass.edu or call 413-545-3453.

Latin American Studies Certificate Program

Smith College Advisers
Fernando Armstrong-Fumero, Anthropology
Susan C. Bourque, Government
Ginetta E.B. Candelario, Sociology and Latin American and Latina/o Studies
Velma Garcia, Government
Maria Estela Harretche, Spanish and Portuguese
Manguerite Itamar Harrison, Spanish and Portuguese
Michelle Joffroy, Spanish and Portuguese
Elizabeth Klarich, Anthropology
Gary Lehring, Government
Dana Leibsohn, Art
Malcolm McNee, Spanish and Portuguese
Nola Reinhardt, Economics
Maria Helena Rueda, Spanish and Portuguese
Nancy Saporta Sternbach, Spanish and Portuguese
Lester Tomé, Dance
Ann Zulawski, History and Latin American Studies

Please see www.fivecolleges.edu/latinamericanstudies for requirements, courses and other information about the Latin American, Caribbean and Latino Studies.

Logic Certificate Program

Smith College Advisers
Jay Garfield, Philosophy
Jim Henle, Mathematics
Albert Mosley, Philosophy

Please see /www.fivecolleges.edu/logic for requirements, courses and other information about the Five College Logic Certificate Program.

Middle East Studies Certificate Program

Smith College Advisers
Olla Al-Shalchi, Middle East Studies
Joshua Birk, History and Middle East Studies
Ibtissam Bouachrine, Spanish and Portuguese and Middle East Studies
Justin Cammy, Jewish Studies and Middle East Studies
Suleiman Mourad, Religion and Middle East Studies
Nadya Shabti, History and Middle East Studies
Gregory White, Government

Please see www.fivecolleges.edu/middleeast/certificate for requirements, courses and other information about the Five College Certificate Program in Middle Eastern Studies.
Native American Indian Studies Certificate Program

Smith College Advisers
Ginetta Candelario, Sociology
Christen Mucher, American Studies

Please see www.fivecolleges.edu/natam for requirements, courses and other information about the Five College Certificate in Native American Indian Studies.

Queer and Sexuality Studies Certificate Program

Smith College Advisers
Elisabeth Armstrong, Study of Women and Gender
Carrie Baker, Study of Women and Gender
Darcy Buerkle, History
Gary Lehring, Government
Cornelia Pearsall, English Language and Literature

Please see www.fivecolleges.edu/queerstudies for requirements, courses and other information about the Five College Certificate in Queer and Sexuality Studies.

Russian, East European and Eurasian Studies Certificate Program

Smith College Advisers
Sergey Glebov, History
Vera Shevzov, Religion

Please see www.fivecolleges.edu/reees for requirements, courses and other information about the Russian, East European and Eurasian Studies Certificate Program.
Index

Abbreviations and symbols, explanation of, 71
Absence, leaves of, 42
Absence from classes, 42
Academic achievements, prizes and awards, 27
Academic calendar, 5
Academic credit, 40
Academic Honor System, 14
Academic program, 11
Academic rules and procedures, 38
Academic societies, 27
Academic standing, 41
Accelerated course program, 14
Accreditation, 8
Ada Comstock Scholars Program, 14
admission, 37
fees and expenses, 34
financial aid, 34
Adding and dropping courses, 39
Administration directory, 65
Admission, 36
graduate study, 44
undergraduate study, 36
Ada Comstock Scholars, 34
advanced placement credit, 41
application fee, 32
deadline dates, 36
entrance tests, 36
health form, 22
interview, 37
international students, 37
secondary school preparation, 36
transfer applicants, 37
Admission, to courses requiring special permission, 38
Advanced placement, 36, 41
Advanced standing, 41
Advising, 13
career, 22
ingineering, 14, 165
minor advisers, 14
prebusiness, 14
prelaw, 14
liberal arts and major advisers, 13
premedical and prehealth professions, 14, 112
African studies
minor, 72
Five College certificate in, 332
Afro-American studies, 76
Age of majority, 42
Ainsworth/Scott Gymnasiums, 20
hours, 20
Alumnae Association
officers, 67
Alumnae Gymnasium, 6, 20
American studies, 80
diploma in, 46, 80
Amherst College
cooperative Ph.D. program, 45
cooperative program with, 14, 17
Twelve College Exchange, 17
Ancient studies, 84
Anthropology, 86
Application for admission
graduate study, 44
nondegree studies, 46
undergraduate study, 36
Arabic courses. See Five College Course Offerings.
Archaeology, 90
Architecture and landscape architecture courses. See Art.
Archive concentration, 92
Art, 94
Art library, 19
hours, 19
Art museum, 19
hours, 19
Arts and technology, 102
Asian/Pacific/American studies, Five College certificate in, 332
Associated Kyoto Program, 16
Astronomy, 103
Athletic facilities, 20
Athletic fields, 20
Athletic program, 21
See also Exercise and sport studies.
Athletics, 20
Auditing
community: nonmatriculated students, 14, 38
fees for nonmatriculated students, 31
matriculated students, 38
Awards, 28
Bachelor of arts degree, 38
Bacteriology. See Biological sciences.
Bass Hall, 18
Berenson Dance Studio, 19
Biblical literature. See Religion.
Biochemistry, 106
Biological sciences, 110
master's degree, 44
Bio-mathematical sciences concentration, 119
Board of trustees, 48
Boathouse, 20
Book studies concentration, 120
Botanic gardens, 19
Botany. See Biological sciences.
Bowdoin, study at, 17
Brown Fine Arts Center, 19
Buddhist studies, Five College Certificate in, 332
Buddhist studies concentration, 122
Burton Hall, 6, 18
Burton, Marion LeRoy, 6
Index

Calendar, academic, 5
Campus Center, 21
   hours, 21
Campus jobs, 35
Career counseling, 22
Career Development Office, 22
Certificate of Graduate Studies, 44, 46
Changes in course registration
   graduate, 47
   undergraduate, 39
Chemistry, 124
Chemistry lab fee, 32
Child study. See Education and child study.
Chinese. See East Asian studies.
Christ, Carol T., 7
Churches, 23
Clark Science Center, 18
Clarke Schools for Hearing and Speech, 163
Class attendance and assignments, 39
Class schedule chart, inside back cover
Classical languages and literatures, 127
Coastal and marine sciences, Five College
   Certificate in, 332
Cognitive Neuroscience, Five College Certificate in, 332
College Archives, 18
College Board tests, 36
College physician, 22
Committees, 67
Comparative literature, 132
Computer facilities, 19
Computer science, 137
Concentrations
   Archives, 92
   Bio-mathematical sciences, 119
   Book studies, 120
   Buddhist studies, 122
   Community engagement and social change, 130
   Environmental in climate change, 180
   Environmental in food sustainability, 182
   Global Financial Institutions, 217
   Museums, 266
   Poetry, 284
   South Asia, 308
   Translation studies, 321
   Women’s education, 329
Confidentiality
   of medical records, 22
   of student records, 42
Connecticut College, study at, 17
Continuation fee, 32
Continuing education. See Ada Comstock Scholars Program; nonmatriculated students.
Contractual limitations, 33
Conway, Jill Ker, 7, 49
Córdoba, study abroad, 16
Counseling
   career, 22
   personal, 22
   religious, 23
Course enrollments, Five College, 39
   summary, 24
Course programs
   accelerated, 14
   honors, 15
   independent study, 15, 38
   regular, 11, 38
   Smith Scholars, 15
Course registration, 39, 47
Course symbols, designations, abbreviations, explanation of, 68
Credit
   academic, 40
   advanced placement, 41
   earned before matriculation, 41
   internships, 15, 38
   interterm, 41
   performance, 40
   shortage, 40
   summer school, 41
   transfer, 40
Cross-country course, 20
Culture, health and science, Five College Certificate in, 332
Curriculum, 11
Curricular requirements and expectations, 11
Dance, 141
   facilities, 18
   master’s degree, 45
   Dartmouth, study at, 17
   Davis, Herbert, 7
Deadlines
   for admission, 36
   for course changes, 39, 47
Dean’s List, 27
Deferred entrance to first-year class, 37
Deferred entrance for medical reasons, 37
Degrees, requirements for
   bachelor of arts, 12
   cooperative Ph.D. program, 45
   master of arts in teaching, 45
   master of fine arts in dance, 45
   master of fine arts in playwriting, 45
   master of science in biological sciences, 44
   master of science in exercise and sport studies, 45
   master/doctor of social work, 45
   satisfactory progress, 42
Departmental Honors Program, 15, 27
Deposits, 32
   for graduate students, 47
Diploma in American studies, 46, 80
Directions to the college, 4
Disability Services, Office of, 20
Divisions, academic, 68
Doctors, 22
Dormitories. See Residential houses for undergraduates.
Dropping and adding courses, 39, 47
Dunn, Mary Maples, 7, 49

Early Decision Plan, 36
East Asian languages and literatures, 147
East Asian studies, 152
Index

Economics, 155
Education and child study, 159
Emeritae, emeriti, 49
Engineering, 165
Engineering advising, 14
English language and literature, 170
Enrollment statistics, 24
Entrance requirements, 36
Environmental concentration in climate change, 180
Environmental concentration in food sustainability, 182
Environmental science and policy, 184
Ethics, 189
Examinations
  final, 39
  pre-examination period, 39
Exercise and sport studies, 190
  master's degree, 45
Expenses, 31
Extracurricular activities, 22

Facilities, 18
Faculty, 49
Fees and expenses, 31
  bed removal, 32
  chemistry lab, 32
  continuation, 32
  contractual limitations, 33
  early arrival, 32
  graduate study, 47
  health/fire/safety regulation, 32
  late registration, 32
  Study Abroad, 15
  Twelve College Exchange, 17
Fellowships
  international and domestic, 30
  research, 47
  teaching, 47
Film studies, 198
Final examinations, 39
Financial aid, 33, 47
  Ada Comstock Scholars, 34
  campus jobs, 35
  first-year applicants, 33
  graduate students, 47
  grants, 35
  international students, 33, 34
  loans, 35
  outside aid, 35
  transfer students, 34
  work-study, 35
Fine arts center, 19
Fine arts, master's degree, 45
First-year applicants, 33
First-Year Seminars, 201
Five College Certificate Programs, 13
  African studies, 332
  Asian/Pacific/American studies, 332
  Buddhist studies, 332
  Coastal and marine sciences, 332
  Cognitive neuroscience, 332
  Culture, health and science, 332
  Ethnomusicology, 332
  Film studies major, 333
  International relations, 333
  Languages, Study of World Languages, 333
  Latin American studies, 335
  Logic, 335
  Middle East studies, 335
  Native American Indian studies, 334
  Queer and Sexuality, 334
  Russian, East European and Eurasian Studies, 334
Five College Cooperation, 14
  course enrollment, 39
  course interchange, 14
  course regulations, 39
Florence, study abroad, 15
France, study abroad, 16
French studies, 205
Geneva, study abroad, 16
Geographical distribution of students, 25
Geosciences, 209
German studies, 213
Germany, study abroad, 16
Global Engagement Seminars, 216
Global Financial Institutions Concentration, 217
Global South Development, 219
Government, 221
Grading options, 40
Graduate study, 44
  admission, 44
  enrollments, 24
  international students, 44
Graduation rate, 24
Graduation requirements, 11, 38
Grants, 35
  music, 35
  named and restricted, 35
  trustee, 35
Greek courses, 128
Greene, John M., 6
Greenhouses, 19
Gymnasium, 20
  hours, 20
Hallie Flanagan Studio Theatre, 19
Hamburg, study abroad, 16
Hampshire College
  cooperative program with, 14
  cooperative Ph.D., 45
Health insurance, 22, 32
  for graduate students, 47
Health professions advising, 14, 112
Health professions program, 112
Health Services, 22, 47
Hebrew courses. See Religion.
Helen Hills Hills Chapel, 23
High school preparation for applicants, 36
Hillyer Hall, 19
  Art library, 19
Hispanic studies. See Spanish and Portuguese.
History, 228
History of science and technology, 236
## Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Smith College</td>
<td>6</td>
</tr>
<tr>
<td>Honor code</td>
<td>14</td>
</tr>
<tr>
<td>Honors program</td>
<td>15</td>
</tr>
<tr>
<td>Houses</td>
<td>21</td>
</tr>
<tr>
<td>How to get to Smith</td>
<td>4</td>
</tr>
<tr>
<td>Independent study</td>
<td>15, 38</td>
</tr>
<tr>
<td>Independently designed majors and minors</td>
<td>13</td>
</tr>
<tr>
<td>Infirmary</td>
<td>22</td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>19</td>
</tr>
<tr>
<td>Inpatient services</td>
<td>22</td>
</tr>
<tr>
<td>Inquiries and visits</td>
<td>4</td>
</tr>
<tr>
<td>Insurance, health</td>
<td>22, 32</td>
</tr>
<tr>
<td>for graduate students</td>
<td>47</td>
</tr>
<tr>
<td>Intercollegiate athletics, recreation and club sports</td>
<td>21</td>
</tr>
<tr>
<td>Interdepartmental and extradepartmental</td>
<td></td>
</tr>
<tr>
<td>course offerings</td>
<td>330</td>
</tr>
<tr>
<td>Interdepartmental majors</td>
<td>12</td>
</tr>
<tr>
<td>Interdepartmental minors</td>
<td>12</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>18</td>
</tr>
<tr>
<td>International baccalaureate</td>
<td>36, 46</td>
</tr>
<tr>
<td>International Relations Certificate Program</td>
<td>333</td>
</tr>
<tr>
<td>International students</td>
<td></td>
</tr>
<tr>
<td>admission</td>
<td>37</td>
</tr>
<tr>
<td>admission of graduate</td>
<td>44</td>
</tr>
<tr>
<td>Certificate of Graduate Studies</td>
<td>46</td>
</tr>
<tr>
<td>Diploma in American Studies</td>
<td>47, 80</td>
</tr>
<tr>
<td>financial aid</td>
<td>34, 37</td>
</tr>
<tr>
<td>graduate fellowships</td>
<td>47</td>
</tr>
<tr>
<td>summary of enrollment</td>
<td>24</td>
</tr>
<tr>
<td>Internships</td>
<td></td>
</tr>
<tr>
<td>career</td>
<td>22</td>
</tr>
<tr>
<td>credit</td>
<td>15, 38</td>
</tr>
<tr>
<td>Praxis summer internships</td>
<td>22</td>
</tr>
<tr>
<td>semester in Washington</td>
<td>17, 221</td>
</tr>
<tr>
<td>Smithsonian Institution</td>
<td>17, 83</td>
</tr>
<tr>
<td>Interterm</td>
<td>5</td>
</tr>
<tr>
<td>credit status</td>
<td>41</td>
</tr>
<tr>
<td>Interterm courses offered for credit</td>
<td>237</td>
</tr>
<tr>
<td>Interview, admission applicants</td>
<td>37</td>
</tr>
<tr>
<td>career</td>
<td>22</td>
</tr>
<tr>
<td>Intramural athletics</td>
<td>22</td>
</tr>
<tr>
<td>Italian language and literature</td>
<td>238</td>
</tr>
<tr>
<td>Italy, study abroad</td>
<td>15</td>
</tr>
<tr>
<td>Jacobson Center for Writing, Teaching and Learning</td>
<td>20</td>
</tr>
<tr>
<td>Japan, study abroad</td>
<td>16</td>
</tr>
<tr>
<td>Japanese. See East Asian studies.</td>
<td></td>
</tr>
<tr>
<td>Jean Picker Semester-in-Washington Program</td>
<td>17, 221</td>
</tr>
<tr>
<td>Jewish chaplain</td>
<td>23</td>
</tr>
<tr>
<td>Jewish studies</td>
<td>241</td>
</tr>
<tr>
<td>Job, campus</td>
<td>35</td>
</tr>
<tr>
<td>summer, help with</td>
<td>22</td>
</tr>
<tr>
<td>Junior Year Abroad Programs</td>
<td></td>
</tr>
<tr>
<td>(See Study Abroad)</td>
<td></td>
</tr>
<tr>
<td>Kahn Institute</td>
<td>20</td>
</tr>
<tr>
<td>Kennedy professorship</td>
<td>10</td>
</tr>
<tr>
<td>Kyoto, study abroad</td>
<td>16</td>
</tr>
<tr>
<td>Landscape architecture. See Art.</td>
<td></td>
</tr>
<tr>
<td>Landscape studies</td>
<td>245</td>
</tr>
<tr>
<td>Late course changes</td>
<td>39</td>
</tr>
<tr>
<td>Late registration</td>
<td>39</td>
</tr>
<tr>
<td>Latin American and Latino/a studies</td>
<td>249</td>
</tr>
<tr>
<td>Five College certificate in</td>
<td>333</td>
</tr>
<tr>
<td>Latin courses</td>
<td>127</td>
</tr>
<tr>
<td>Latin honors</td>
<td>27</td>
</tr>
<tr>
<td>Leaves of absence</td>
<td>42</td>
</tr>
<tr>
<td>Medical leave of absence</td>
<td>43</td>
</tr>
<tr>
<td>Marine science and policy</td>
<td>43</td>
</tr>
<tr>
<td>Maritime studies</td>
<td>17</td>
</tr>
<tr>
<td>Master of arts programs</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics and statistics</td>
<td>255</td>
</tr>
<tr>
<td>Logic</td>
<td>253</td>
</tr>
<tr>
<td>Logic, Five College Certificate Program in</td>
<td>333</td>
</tr>
<tr>
<td>Louise W. and Edmund J. Kahn Liberal Arts Institute</td>
<td>20</td>
</tr>
<tr>
<td>Lyman Plant House</td>
<td>19</td>
</tr>
<tr>
<td>Major</td>
<td>12</td>
</tr>
<tr>
<td>Majority, age of</td>
<td>42</td>
</tr>
<tr>
<td>Majors, enrollment</td>
<td>26</td>
</tr>
<tr>
<td>Mandatory medical leave</td>
<td>43</td>
</tr>
<tr>
<td>Marine science and policy</td>
<td>43</td>
</tr>
<tr>
<td>Maritime studies</td>
<td>17</td>
</tr>
<tr>
<td>Master of arts programs</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics and statistics</td>
<td>255</td>
</tr>
<tr>
<td>Logic</td>
<td>253</td>
</tr>
<tr>
<td>Logic, Five College Certificate Program in</td>
<td>333</td>
</tr>
<tr>
<td>Louise W. and Edmund J. Kahn Liberal Arts Institute</td>
<td>20</td>
</tr>
<tr>
<td>Lyman Plant House</td>
<td>19</td>
</tr>
<tr>
<td>Mission of Smith College</td>
<td>6</td>
</tr>
<tr>
<td>Mount Holyoke College</td>
<td></td>
</tr>
<tr>
<td>cooperative program with</td>
<td>14, 17</td>
</tr>
<tr>
<td>cooperative Ph.D. program</td>
<td>44</td>
</tr>
<tr>
<td>Twelve College Exchange</td>
<td>17</td>
</tr>
<tr>
<td>Museum of Art</td>
<td>19</td>
</tr>
<tr>
<td>hours</td>
<td>19</td>
</tr>
<tr>
<td>Museums concentration</td>
<td>266</td>
</tr>
<tr>
<td>Music</td>
<td>268</td>
</tr>
<tr>
<td>facilities</td>
<td>19</td>
</tr>
<tr>
<td>fees for practical music</td>
<td>32</td>
</tr>
<tr>
<td>grants</td>
<td>35</td>
</tr>
<tr>
<td>scholarships</td>
<td>35</td>
</tr>
<tr>
<td>Mystic Seaport Program</td>
<td>17</td>
</tr>
</tbody>
</table>
Index

Nancy and Henry Schacht Center for Health and Wellness, 22
National Theatre Institute, 17
Neilson, William Allan, 6
Neilson chair, 9
Neilson Library, 18
hours, 18
Neuroscience, 273
Nondegree studies, 46
Nondiscrimination policy, inside back cover
Nonmatriculated students, 14, 31, 38

Off-campus study programs, 14
Outpatient services, 22

Paris, study abroad, 16
Payment plans, 33
Pell Grant program, 35
Performing arts, 19
Perkins Loan (formerly NDSL), 35
Personal computers, 19
Ph.D. programs, 45
Phi Beta Kappa Society, 27
Philosophy, 277
Photography, facilities for, 19
Physical education, master's program, 45
See also athletic program; exercise and sport studies.
Physical fitness, 20
Physics, 281
Playwriting, master of fine arts in, 45
Poetry Center, 6, 19
Reading Room, 19
Poetry Concentration, 284
Political science. See Government.
Portuguese, 310
See also Spanish and Portuguese.
Praxis Summer Internship
Funding Program, 22
Prebusiness advising, 14
Pre-examination period, 39
Prehealth professions program, 14, 106, 112
Prelaw advising, 14
Premedical professions program, 14
Princeton-Smith Engineering Exchange, 17
Privacy of student records, 42
Prizes, 28
Probationary status, 41
Programa de Estudios Hispánicos en Córdoba, 16
Psi Chi, 27
Psychology, 285
Public policy, 292
Quantitative courses for beginning students, 294
Quantitative Learning Center, 20

Rare Book Room, 18
Readmission, 43
Recognition for academic achievement, 27
Recreation and club sports, 22
Refunds, withdrawal, 32
Study Abroad, 15
Registration, course, 39, 47
late fee, 32, 39
Regular Decision Plan, 36
Religion, 296
Religious expression, 23
Repeating courses, 40
Required course work for graduate students, 47
Required Medical Leave, 43
Requirements
for admission, 36
for completion of course work, graduate, 47
for the degree, 38
advanced placement credit toward, 41
residence
graduate, 46
transfer, 37
Research fellowship, 47
Research, scientific, 18
social science center, 19
Residential houses for undergraduates, 21
Résumés, 22
Riding lessons, fees for, 32
Room and board, 31
Ada Comstock Scholars, 31
graduate students, 47
refund policy, 32
undergraduates, 31
ROTC, 35
Russian, East European and Eurasian Studies, 300
Ruth and Clarence Kennedy Professorship in Renaissance Studies, 10

Sabin-Reed Hall, 18
Sage Hall, 19
Secondary-school preparation, 36
Satisfactory/unsatisfactory grading option, 40
SATs, 36
Schacht Center for Health and Wellness, 40
Schedule of class times, inside back cover
Scholarships, 35
graduate, 47
Northampton and Hatfield residents, 35
ROTC enlistment, 35
Science Center, 18
Science courses for beginning students, 304
Science Library, 18
hours, 18
Scott Gymnasium, 20
Secondary-school preparation, 36
Seelye, Laurenus Clark, 6
Semester-in-Washington Program, 17, 221
Seminars, admission to, 38
Separation from the college, 42
Seven major fields of knowledge, 11
abbreviations in course listings, 68
Shortage of credits, 40
Sigma Xi, Society of the, 27
Simmons, Ruth J., 7, 49
Smith Outdoors, 22
Smith, Sophia, 6
Smith Scholars Program, 15
Smithsonian Institution internship, 17, 83
Social work, master/doctor of, 45
Sociology, 305
Sophia Smith Collection, 18
South Asia Concentration, 308
South India Term Abroad, 16
Spanish and Portuguese, 310
Spanish-speaking countries, foreign study in, 16
Special Studies, admission to, 38
Spinelli Center for Quantitative Learning, 20
Sports, 20–21
Squash courts, 20
Standardized tests
  for admission, 36
  for graduate applicants, 44
Standing committees, 67
Statistical and Data Sciences, 315
Student account, 31
Student Counseling Service, 22
Student-designed interdepartmental majors and minors, 13
Student Government Association, 18, 31
  activities fee, 31
Student housing, 21
Student organizations, religious, 23
Students
  enrollment statistics, 24
  geographical distribution, 25
Studio art fees, 32
Study abroad, 15
Study of women and gender, 324
Summer courses, credit for, 14, 41
Summer internships, 22
Summer jobs, help finding, 22
Supplemental Educational Opportunity
  Grants, 35
Swimming pool, 20
Switzerland, study abroad, 16
Symbols and abbreviations, explanations of, 71
Teacher certification, 159
Teaching fellowships, 47
Teaching, master of arts in, 45
Tennis courts, 20
Theatre, 316
  master of fine arts in playwriting, 45
Theatre building, 19
Track, 20
Transfer students
  admission, 37
  financial aid, 33
Translation studies concentration, 321
Trinity, study at, 17
Trustees, board of, 48
Tuition
  for graduate students, 47
  grants to area students, 35
  payment plans, 33
  refund policy, 32
Twelve College Exchange Program, 17
TV studio, 19

University of Massachusetts
  cooperative Ph.D. program, 45
  cooperative program with, 14
Urban studies, 323
Vacations, academic, 5
Vassar, study at, 17
Visiting Year Programs, 37
Visits to the college, 4
Wallfisch, Ernst, music scholarship, 35
Washington intern programs, 17, 83
Weight training room, 20
Wellesley, study at, 17
Werner Josten Library, 19
  hours, 19
Wesleyan, study at, 17
Wheaton, study at, 17
William Allan Neilson Chair of Research, 9
William Allan Neilson Library, 18
Williams, study at, 17
Williams–Mystic Seaport Program in
  American Maritime Studies, 17
Withdrawal from the college
  medical, 43
  personal, 42
  refund policy, 32
Study Abroad Programs, 15
Women's education concentration, 329
Women's studies
  (see study of women and gender)
Work-study program, 35
Wright, Benjamin Fletcher, 7
Wright hall, 19
Writing assistance, 20
Writing courses, 170
Writing requirements, 11
Young Science library, 18
  hours, 18
Zoology. See Biological sciences.
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.

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September 2014

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The course listings on pp. 72–334 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalog.

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Smith College
Northampton, Massachusetts 01063
413-584-2700

2014–15 Class Schedule

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

Normally, each course is scheduled to fit into one set of lettered blocks in this time grid. Most meet two or three times a week on alternate days.

Although you must know how to read the course schedule, do not let it shape your program initially. In September, you should first choose a range of courses, and then see how they can fit together. Student and faculty advisors will help you.