# CATALOG
## 2021–22

SMITH COLLEGE

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## 2021–22

**Smith College**
**Northampton, Massachusetts 01063**
**413-584-2700**

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# Inquiries and Visits

Check smith.edu/covid19 for the most updated information on campus status during this health crisis. Please visit smith.edu/admission-aid/visits-programs for updated information about on-campus and virtual visits. Administrative offices are operating Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, for the dates that the college is in session.) To minimize health concerns, some staff and offices may be working remotely. You may be able to make appointments to speak with office staff virtually at other times. Any questions about Smith College may be addressed to the following officers and their staffs by email, mail, telephone or during a virtual appointment.

**Admission**
Joanna May, Vice President for Enrollment
Deanna Dixon '88, Dean of Admission
7 College Lane, 413-585-2500; 800-383-3232

Virtual interviews are available from April through mid-January and must be scheduled in advance. Virtual information sessions are offered throughout the year. Please visitsmith.edu/admission-aid/visits-programs for more information.

**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**
Baishakhi Taylor, 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

Susannah Howe, Dean of the Sophomore Class, 413-585-4930

Andrea Rossi-Reder, Dean of the Junior Class and Ada Comstock Scholars; College Hall, 413-585-4930

Adela Penagos, Associate Dean of the College and Dean of the Senior Class; College Hall, 413-585-4920

**Alumnae Association**
Denise Wingate Materre '74, Vice President for Alumnae Relations; Alumnae House, 413-585-2053

**Career Planning and Alumnae References**
TBD, Director of the Lazarus Center for Career Development; Drew Hall, 413-585-2570

**College Relations**
Julia Yager, Vice President for College Relations and Communications; Garrison Hall, 413-585-2170

**Development**
Beth Raffeld, Senior Vice President for Alumnae Relations and Development; Alumnae House, 413-585-2053

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

**Graduate and Special Programs**
Hélène Visentin, Associate Dean of the Faculty and Dean for Academic Development; College Hall, 413-585-3000

**Medical Services and Student Health**
Kris Evans, Director of the Schacht Center for Health and Wellness, 413-585-2800

**Office for Equity and Inclusion**
Floyd Cheung, Vice President for Equity and Inclusion; College Hall, 413-585-2141

**Religious and Spiritual Life**
Reverend Matilda Cantwell, Director of Religious and Spiritual Life; Helen Hills Hills Chapel, 413-585-2750

**School for Social Work**
Marianne Yoshioka, Dean; Lilly Hall, 413-585-7950

**Student Affairs**
Julianne Ohotnicky, Associate Dean of the College and Dean of Students; Clark Hall, 413-585-4940

**Transcripts and Records**
Gretchen Herringer, Registrar, College Hall, 413-585-2550

# Accreditation

Smith College is accredited by the New England Commission of Higher Education (NECHE). Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

A copy of the documents describing the school's accreditation, approval or licensing may be viewed by contacting the Office of the Provost, College Hall 206, ext. 3000.

Complaints may be filed with NECHE by writing or calling:
New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, Massachusetts 01803
Tel: 781-425-7785
email: info@NECHE.org

For more information go to smith.edu/about-smith/accreditation

# Academic Calendar 2021–22

## Fall Semester 2021

**Friday, August 27**
Central check-in for entering first-year students, transfer students, and Ada Comstock scholars

**Friday, August 27–Wednesday, September 1**
Orientation for entering students

**Wednesday, September 1**
Opening convocation

**Thursday, September 2**
Classes begin

**Monday, September 6: Labor Day**
Classes canceled

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

**Saturday, October 9–Tuesday, October 12**
Autumn recess

**Friday, October 29–Sunday, October 31**
Family Weekend

**Thursday, November 4** (**tentative**)
Cromwell Day—All classes are canceled.

**Wednesday, November 24–Sunday, November 28**
Thanksgiving recess (houses close at 10 a.m. on November 24 and open at 1 p.m. on November 28)

**Friday, December 10**
Regularly scheduled Monday classes meet only; classes end

**Saturday, December 11–Monday, December 13**
Pre-examination study period

**Tuesday, December 14–Friday, December 17**
Examinations

**Saturday, December 18, 2021–Sunday, January 2, 2022**
Winter recess (houses close at 10 a.m. on December 18 and open at 1 p.m. on January 2)

## Interterm 2022

**Monday, January 3–Friday, January 21**

## Spring Semester 2022

**Thursday, January 20–Sunday, January 23**
Orientation for entering students

**Monday, January 24, 8 a.m.**
Classes begin

**Thursday, February 24**
Rally Day—Afternoon classes are canceled.

**Saturday, March 12–Sunday, March 20** (**tentative**)
Spring recess (houses close at 10 a.m. on March 12 and open at 1 p.m. on March 20)

**Monday, April 4–Friday, April 15**
Advising and course registration for the first semester of 2022–23

**Friday, April 29**
Last day of classes

**Saturday, April 30–Monday, May 2**
Pre-examination study period

**Tuesday, May 3–Friday, May 6**
Final examinations

**Saturday, May 7**
Houses close at 10 a.m. for all students except ’22 graduates, Commencement workers and those with Five College finals after May 8.

**Sunday, May 15**
Commencement

**Monday, May 16**
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 smith.edu/academiccalendar for further details.

# 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 integrate that knowledge with their experience outside the classroom. The list below summarizes those curricular and co-curricular expectations. While acknowledging that education can never be defined by a listing of 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. The college's student learning goals, or the essential capacities, are the following:

- Ability to engage across difference in place, culture and time
- Creativity, curiosity and innovation
- Critical and analytical thinking
- Resilience and resourcefulness
- Self-awareness as a learner

### The Writing Requirement

Each first-year student is required, during their first or second semester at Smith, to complete at least one Writing Intensive (WI) course with a grade of C- or higher. Based on their level of proficiency, students will be directed toward particular writing courses. 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. The Writing Intensive requirement can be satisfied before matriculation based on transcript review by the registrar, in conjunction with the Committee on Writing and Public Discourse.

**Why Have a Writing Intensive Requirement?**

Writing Intensive (WI) courses embrace the responsibility to prepare students for the writing tasks they will encounter as their intellectual careers at Smith unfold. Accordingly, first-year students in WI courses learn how to ask questions; to observe closely; to interrogate assumptions; to gather, analyze and present evidence; and to make careful, evidence-based arguments through writing. They hone these skills by engaging in a process of drafting and revising facilitated by timely, discriminating feedback from peers and instructors. Students can expect their WI courses to help them to:

- articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, effective transitions, and a purpose that is clear to the intended audience;
- support an argument or enrich an explanation with evidence;
- compose paragraphs that are focused and coherent;
- develop an awareness of library-supported research tools, and an ability to search for and evaluate relevant primary and secondary sources for scholarly work;

- incorporate the work of others (by quotation, summary or paraphrase) concisely, productively, and with attention to the models of citation of the various disciplines and with respect for academic integrity;
- and edit work until it forcefully and persuasively communicates its meanings.

**The Structure of Writing Intensive Courses**
While there is no one way to learn to think deeply and write powerfully, students can count on WI courses to:

- be small enough to permit meaningful and consistent attention to the writing process (no WI course or WI section of a larger course may have more than 20 students, and most will have fewer);
- offer an array of discrete writing assignments and opportunities during the course of the semester (rather than a single, longer paper or project);
- and offer significant opportunities to revise work, guided by feedback from both instructors and peers.

Beyond these shared commitments, students may find that their WI course will employ a variety of pedagogical strategies (informal writing, writing workshops, etc.); that the writing opportunities it provides may be shaped by the intellectual values and practices of a particular academic discipline; and that the course may offer opportunities to write in the public-facing genres (e.g., the op-ed, the position paper, the blog post) or for the array of media platforms (e.g., the podcast, the website, the video essay) where writing does its work today.

The required WI course is the beginning, not the culmination of a student's writing life at the college. Just as one's thinking and learning is never finished, so working on the writing that enables that thinking and learning will continue across each student's years at Smith, whether within the major or in the curriculum at large.

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.

# 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 beginning 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 should refer to the semester's schedule of classes for the most current information on cross-listed and dual-prefix courses.

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 in the following areas:

Africana Studies
American Studies
Anthropology
Art
Astronomy
Biochemistry
Biological Sciences
Chemistry
Classical Languages and Literatures
Computer Science
Dance
East Asian Languages and Cultures
Economics
Education and Child Study
Engineering
English Language and Literature
Environmental Science and Policy
Film and Media Studies
French Studies
Geosciences
German Studies
Government
History
Italian Studies
Jewish Studies
Latin American and Latino/a Studies
Mathematics
Medieval Studies
Middle East Studies
Music
Neuroscience
Philosophy
Physics
Psychology
Religion
Russian, East European and Eurasian Studies
Sociology
Spanish and Portuguese
Statistical and Data Sciences
Study of Women and Gender
Theatre
World Literatures

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. Information on student-designed interdepartmental majors may be found below.

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.

## Departmental Honors

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.

# 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 design a program in their area of interest.

The concentration allows for more flexibility than is possible within an academic minor, and students can pursue a concentration alongside a minor or a second major.

The college currently offers the following concentrations: the **archives** concentration connects students with the Sophia Smith Collection, the College Archives and other archives and is designed to make our histories public through research projects and professional training; **book studies** connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftspeople; the **community engagement and social change** concentration connects students to the Jandon Center for Community Engagement 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 **environmental** concentration connects students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrates knowledge in support of environmental decisions and actions; **translation studies** offers students studying foreign language and culture an opportunity to refine their knowledge of the language through translation.

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 October 15, February 1 and March 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 in the online course catalog under 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 "Prehealth Professional Programs" in the Biochemistry section online at www.smith.edu/prehealth 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.

# 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 may not accelerate until the record for the first year is complete and a major has been declared; acceleration petitions should be submitted no sooner than the beginning of the fall semester of the sophomore 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 session and/or online 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 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. A student who intends to study away from campus during the junior year should file her acceleration proposal at the beginning of the sophomore year.

## 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; email, 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 nonmatriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Official records of audits are not maintained.

## Five College Interchange

A student in good standing may take a course without additional cost during a regular semester 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. Consult the "Academic Rules and Procedures" section for additional information and restrictions. 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.

## Smith Scholars Program

The Smith Scholars Program is designed for highly motivated and talented students who want to spend two to four semesters working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her

and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 15 and April 15 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a group of related papers, an original piece of work, such as a play, or some combination of these.

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

# Study Abroad Programs

Smith College offers a wide variety of study abroad opportunities, from Smith's own programs in Western Europe to Smith consortial and other approved programs all over the world. Students applying to Smith's own programs in Florence, Hamburg, Geneva and Paris apply directly via an online program application accessible via the Office for International Study website. Students interested in all other approved study abroad programs submit an online study abroad credit approval application with the Office for International Study in addition to a separate application to their program of choice. The deadline for fall, spring and full-year programs is in February of each year, with a few exceptions for some spring semester options. Students should contact the Office for International Study for information on deadlines and procedures.

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 international travel expenses, including visa fees where applicable, and any personal travel during program breaks and vacations. They are also responsible for incidental personal expenses while on the program. Such 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 grade point average (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. 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 all or part of the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year. Any student wishing to spend any part of the senior year abroad must petition the Administrative Board through the class dean. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College.

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. 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.

## Smith Programs Abroad

The Smith Programs Abroad 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). Student accommodations vary per program and information about housing can be found in the program descriptions. 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.

Students in Florence, Geneva and Hamburg have single semester and yearlong options of study. The Smith in Paris program is a full-year academic program only. On all Smith Programs Abroad, students normally receive 16–18 credits per semester or a total of 34 credits for the academic year.

**Florence**

The fall, spring and full-year Smith in Florence program options begin with two weeks of intensive study in Italian language and culture, history and art history. Students enroll in one or two courses at the *Università di Firenze* in the humanities, natural sciences, political science, or education in addition to courses at the Smith Center. Limited university course options are also available in other subjects. Students live in private homes selected by the college. Other housing options may be available in apartments or residence halls upon request. Classes in Florence are conducted entirely in Italian: students are expected to have an excellent command of the language and maintain a language pledge.

Students have the option of participating on the Smith in Florence program for either the fall or spring semester, or the full year. The minimum language requirement is two years of college-level Italian or the equivalent for all options.

**Geneva**

The Geneva program offers opportunities for enrollment in the *Université de Genève* and the Graduate Institute of International and Development Studies, as well as an internship track in an international organization. Students are fully matriculated at the *Université de Genève* and may take courses at its associated institutes including the *L'École de Traduction et d'Interprétation.*

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

A. Geneva International Internship Program
   Intern at an international organization for three or four days per week, study French, take the core Humanitarianism course at the Smith Center and enroll in one university course. At least one semester of college-level French is required prior to the start of the program.
B. University Studies Program
   Enroll in four or five Smith Center and university courses each semester, including French language. 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.
C. International Relations Program
   Enroll in at least two courses at the Graduate Institute and two additional courses at the Smith Center, including French language. Most academic courses are taught in English; students with advanced French language may enroll in courses taught in French. At least one semester of college-level French is required.

**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.

Two years of college-level German are required for the full-year program. The program offers a one-semester study option in the spring semester for students with three semesters of college-level German or equivalent.

**Paris**
The Smith in Paris program begins with a one-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 Normal Superiore 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.

*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. Grades for courses completed on consortial and other approved programs appear on the Smith transcript but are not calculated in a student's GPA.

Several academic departments have a special affiliation with specific Smith consortial programs and students may wish to consult with their major adviser for recommendations. The Office for International Study website, www.smith.edu/studyabroad, lists all the consortial and approved programs.

Programs with a Smith consortial affiliation include the following:

**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 Associate Professor Sujane Wu, East Asian languages and literatures.

**Associated Kyoto Program** (**AKP**)
Smith is one of several 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.

**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 the faculty in classical languages and literatures.

**Programa de Estudios Hispanicos in Córdoba** (**PRESHCO**)
Smith partners with Wellesley College to deliver the semester or yearlong programs in Córdoba, Spain. Interested students should consult faculty in Spanish & Portuguese Studies, or the Office for International Study.

# 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, providing juniors and seniors in government and related majors an opportunity to intern in Washington and study the process by which public policy is made and implemented at the national level. The program is described in detail on the government website. 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 fall internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students work with some of the finest museum and archival collections of materials relating to the development of history and culture in the United States. The program is described in detail on the American studies website. Students participating in this program are not considered to be in residence at Smith College.

## Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan and Wheaton. The 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 who wish to attend Dartmouth must do so for the entire academic year (three of Dartmouth's four quarters) and may

not be enrolled at Smith during the same academic year. 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 about eligibility requirements and application procedures are available in the class deans' office and on the class deans' website, smith.edu/about-smith/class-deans/12-college-exchange. Students participating in this program are not considered to be in residence at Smith College.

## 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. Students 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 their academic adviser. Applications must be submitted to the engineering program during the sophomore year on the same schedule as applications for study abroad.

Additional information and applications are available in the engineering office and on the Picker Engineering Program website, smith.edu/academics/engineering/about-the-program/academic-partners. Students participating in this program are not considered to be in residence at Smith College.

# The Student Body

## Summary of Enrollment

### Undergraduate Students

| | Class of 2021 | Class of 2022 | Class of 2023 | Class of 2024 | Ada Comstock Scholars | Totals |
|---|---|---|---|---|---|---|
| Northampton area* | 581 | 478 | 522 | 507 | 52 | 2,140 |
| Not in residence | 14 | 106 | 121 | 135 | | 376 |

| | |
|---|---|
| Five College course enrollments at Smith: | |
| First semester | 132 |
| Second semester | 203 |

### Graduate Students

| | Full-time degree candidates | Part-time degree candidates | Special students |
|---|---|---|---|
| In residence | 44 | 21 | 2 |

### Smith Students Studying in Off-campus Programs

| | Florence | Geneva | Hamburg | Paris |
|---|---|---|---|---|
| Smith students | 0 | 0 | 0 | 0 |
| Guest students | 0 | 0 | 0 | 0 |

*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 2014 was 87 percent by May 2020. (The period covered is equal to 150 percent of the normal time for graduation.)

# Geographical Distribution of Students by Residence

## United States

| | |
|---|---|
| Alabama | 2 |
| Alaska | 1 |
| Arizona | 37 |
| Arkansas | 4 |
| Armed Forces Pacific | 2 |
| California | 226 |
| Colorado | 14 |
| Connecticut | 102 |
| Delaware | 6 |
| District of Columbia | 12 |
| Florida | 30 |
| Georgia | 21 |
| Hawaii | 6 |
| Idaho | 5 |
| Illinois | 48 |
| Indiana | 6 |
| Iowa | 8 |
| Kansas | 4 |
| Kentucky | 9 |
| Louisiana | 9 |
| Maine | 42 |
| Maryland | 46 |
| Massachusetts | 411 |
| Michigan | 23 |
| Minnesota | 42 |
| Mississippi | 2 |
| Missouri | 6 |
| Montana | 3 |
| Nebraska | 3 |
| Nevada | 3 |
| New Hampshire | 28 |
| New Jersey | 96 |
| New Mexico | 7 |
| New York | 302 |
| North Carolina | 25 |
| Ohio | 18 |
| Oklahoma | 2 |
| Oregon | 31 |
| Pennsylvania | 53 |
| Puerto Rico | 2 |
| Rhode Island | 17 |
| South Carolina | 8 |
| South Dakota | 1 |
| Tennessee | 7 |
| Texas | 78 |
| Utah | 2 |
| Vermont | 34 |
| Virgin Islands | 1 |
| Virginia | 21 |
| Washington | 60 |
| West Virginia | 1 |
| Wisconsin | 7 |
| Wyoming | 1 |

## Foreign Countries

| | |
|---|---|
| Afghanistan | 3 |
| Bangladesh | 6 |
| Belgium | 1 |
| Botswana | 1 |
| Brazil | 1 |
| Canada | 5 |
| Chile | 2 |
| Cyprus | 2 |
| Egypt | 2 |
| Ethiopia | 2 |
| France | 4 |
| Georgia | 1 |
| Ghana | 6 |
| Greece | 3 |
| Hong Kong | 1 |
| India | 9 |
| Indonesia | 1 |
| Italy | 2 |
| Jamaica | 2 |
| Japan | 4 |
| Jordan | 2 |
| Kazakhstan | 2 |
| Kenya | 9 |
| Madagascar | 1 |
| Mauritius | 2 |
| Mexico | 2 |
| Mongolia | 3 |
| Morocco | 3 |
| Myanmar | 2 |
| Nepal | 4 |
| Nigeria | 3 |
| Pakistan | 7 |
| Palestine | 2 |
| Paraguay | 3 |
| People's Republic of China | 139 |
| Peru | 1 |
| Philippines | 3 |
| Poland | 2 |
| Portugal | 1 |
| Republic of Korea (South) | 11 |
| Republic of Singapore | 3 |
| Romania | 1 |
| Russia | 1 |
| Rwanda | 5 |
| Saudi Arabia | 2 |
| Senegal | 1 |
| Somalia | 1 |
| South Africa | 5 |
| Spain | 2 |
| Switzerland | 1 |
| Taiwan | 3 |
| Thailand | 1 |
| Tunisia | 3 |
| Turkey | 1 |
| Ukraine | 1 |
| United Arab Emirates | 2 |
| United Kingdom | 5 |
| Uruguay | 1 |
| Venezuela | 1 |
| Vietnam | 6 |
| Zambia | 1 |
| Zimbabwe | 5 |

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

# Majors

| | Class of 2021 (Seniors) | (Honors) | Class of 2022 | Ada Comstock Scholars | Totals |
|---|---|---|---|---|---|
| Government | 54 | 2 | 69 | 1 | 124 |
| Psychology | 60 | 4 | 34 | 4 | 98 |
| Biological Sciences | 51 | 10 | 37 | 6 | 94 |
| Engineering Science | 37 | 4 | 37 | | 74 |
| Computer Science | 34 | 2 | 36 | 1 | 71 |
| English Language and Literature | 31 | 4 | 38 | | 69 |
| Economics | 37 | 1 | 24 | | 61 |
| Statistical and Data Sciences | 31 | 1 | 28 | | 59 |
| Mathematics | 28 | 0 | 26 | | 54 |
| History | 33 | 6 | 18 | 1 | 52 |
| Sociology | 28 | 1 | 20 | | 48 |
| Environmental Science and Policy | 18 | 1 | 23 | 2 | 43 |
| Chemistry | 22 | 0 | 17 | | 39 |
| Neuroscience | 17 | 1 | 19 | 2 | 38 |
| Study of Women and Gender | 22 | 1 | 16 | | 38 |
| Anthropology | 13 | 0 | 22 | 1 | 36 |
| Biochemistry | 17 | 1 | 18 | | 35 |
| Education and Child Study | 18 | 0 | 14 | 2 | 34 |
| Spanish | 17 | 0 | 16 | 1 | 34 |
| Quantitative Economics | 16 | 1 | 15 | 1 | 32 |
| Geosciences | 16 | 3 | 16 | | 32 |
| Art: Studio | 9 | 2 | 14 | 1 | 24 |
| Art: History | 7 | 1 | 13 | 1 | 21 |
| Philosophy | 9 | 1 | 10 | 1 | 20 |
| Theatre | 8 | 0 | 12 | | 20 |
| Film and Media Studies | 8 | 0 | 11 | | 19 |
| French Studies | 11 | 0 | 8 | | 19 |
| American Studies | 8 | 1 | 5 | 3 | 16 |
| Comparative World Literatures | 10 | 1 | 6 | | 16 |
| Physics | 7 | 2 | 9 | | 16 |
| Latin American Studies | 9 | 0 | 6 | | 15 |
| Engineering Arts | 11 | 0 | 3 | | 14 |
| East Asian Languages and Cultures | 6 | 3 | 5 | | 11 |
| Dance | 7 | 3 | 3 | | 10 |
| Astronomy | 2 | 0 | 7 | | 9 |
| East Asian Studies | 3 | 0 | 6 | | 9 |
| Religion | 3 | 1 | 5 | | 8 |
| Art: Architecture and Urbanism | 3 | 0 | 4 | | 7 |
| Linguistics | 3 | 3 | 4 | | 7 |
| Classical Studies | 2 | 0 | 4 | | 6 |
| Russian, East European, Eurasian Studies | 1 | 0 | 5 | | 6 |
| Classics | 4 | 1 | 1 | | 5 |
| German Studies | 3 | 0 | 2 | | 5 |
| Italian Studies | 5 | 1 | | | 5 |
| Music | 3 | 1 | 2 | | 5 |
| Portuguese-Brazilian Studies | 2 | 0 | 3 | | 5 |
| Africana Studies | 2 | 1 | 2 | | 4 |
| Jewish Studies | 3 | 1 | 1 | | 4 |
| Middle Eastern Studies | 2 | 0 | 2 | | 4 |
| Medieval Studies | | 0 | 2 | | 2 |
| Cognitive Science | 1 | 1 | 1 | | 2 |
| Logic | 1 | 1 | | | 1 |
| Urban Geography | 1 | 0 | | | 1 |

# Recognition for Academic Achievement

## Academic Achievements

Smith College encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance. 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 GPA for a minimum of 48 graded credits earned during the sophomore, junior and senior years. (For the purposes of Latin Honors, spring 2020 semester courses with madatory Satisfactory/Unsatisfactory grading will count as graded credits but will not calculate into the GPA.) 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 Programs Abroad), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum GPA 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 (literature, historical studies, social science, natural science, mathematics and analytical philosophy, the arts, and foreign language). 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.

### 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.

### 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.

## 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 and prestigious scholarships through the college. The Fellowships and Postgraduate Scholarship Program advises students applying for various fellowships.

The college supports graduate fellowships including six for university study: Rhodes (Oxford), Marshall (UK), Gates (Cambridge), Mitchell (Ireland and Northern Ireland), Churchill (STEM Cambridge), and National Science Foundation Graduate Research Fellowship (US). The Fulbright is for yearlong research, study or teaching in one of about 160 countries. The DAAD (Germany) is for research or study.

There are other prestigious fellowships for which students apply in earlier undergraduate years, such as the Truman, Beinecke, Goldwater, Mellon Mays and Udall. Several opportunities exist to learn foreign languages abroad over the summer or to teach English overseas before and after graduation.

For fellowship information and application advising for eligible candidates, contact Fellowships and Postgraduate Scholarships Director Margaret Lamb at mlamb@smith.edu. For preliminary information: smith.edu/fellowships.

# Fees, Expenses and Financial Aid

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

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

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

## 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. 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.

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

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

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

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

Most credit balance refunds are issued on request, 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.

## Fees

### 2021–22 Comprehensive Fee (required institutional fees)

| | Fall Semester | Spring Semester | Total |
|---|---|---|---|
| **Tuition** | $27,915 | $27,915 | $55,830 |
| **Room and Board*** | 9,710 | 9,710 | 19,420 |
| **Student activities fee** | 142 | 142 | 284 |
| **Comprehensive fee** | $37,767 | $37,767 | $75,534 |

* 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 | $1,740 |

**Fees for Ada Comstock Scholars**

| | |
|---|---|
| Tuition per semester | |
| 1–7 credits | (per credit) $1,740 |
| 8–11 credits | $13,920 |
| 12–15 credits | $20,880 |
| 16 or more credits | $27,915 |

**Student Activities Fee**

The $284 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.

## 2021–22 Optional Fees

**Student Medical Insurance**

The Student Medical Insurance fee ($2,884 in 2021–22) 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.gallagherstudent.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 is $1,684.

# Other Fees and Charges

**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 Riding Classes—per semester**
Riding lessons are available to all students at the college. The lessons are held at Stoneleigh-Burnham Equestrian Center in Greenfield, Massachusetts (a 20 minute ride from the Smith College campus). Smith College has vans available for students to drive to Greenfield. The Smith riding team uses this facility for practice and horse shows. The fee for each semester is $950. Questions can be directed to the Athletics Department at 585-2706.

**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–$150**

**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 percentage of class 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 who withdraw from study-abroad programs that are approved, but not administered by Smith College will have a proration of charges and aid based on the enrollment dates of the program, rather than those of Smith College. After the 60 percent point of the program term, the student is not entitled to a refund of charges and is also 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, and she has not used the insurance, 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

Details on loan options and the payment plan can be found at smith.edu/sfs/portal.

# 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 only a small fraction 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. International students (not U.S. citizens or permanent residents) who do not apply for aid prior to admission are not eligible to receive financial aid at any time during their tenure at Smith.

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/portal.

We also require a signed copy of parent and student tax returns or non-filer forms, 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 information regarding legal, biological and/or adoptive 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. Please note: Undocumented students will have their family contribution determined prior to their first year at Smith and do not need to reapply each year. 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, Permanent Residents, and Undocumented U.S. 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/portal.

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

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

The college cannot assume responsibility for family unwillingness to contribute to college expenses. There are limited circumstances that qualify a

student for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting for federal financial aid purposes. Students who meet the federal definition of independent status are not automatically considered independent by the college. Please contact SFS to discuss questions regarding this situation.

## Transfer Students

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

## Ada Comstock Scholars

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

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

## International Applicants

Smith College awards need-based aid to international 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 January 25.

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.)

**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 admission for their entire Smith career and thus are only eligible for a review at the time of admission.

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

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

**Process**
When a review is requested it is conducted by the SFS Review Committee. In most cases, their decision 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 a member of the finance office. The director of SFS is a nonvoting member of the Financial Aid Appeals Committee. The student must present her appeal in writing. The committee will consider the appeal as soon as possible. It normally takes one to two weeks for this committee to convene and review the appeal(s) in question. A decision will be given in writing to the student within 48 hours after the appeal is heard. The decision of the Appeals Committee is final in all cases.

## Need-Based 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. Most parents are eligible to borrow under the Federal Parent Loan Program. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

**Campus Jobs**
All students may apply for campus jobs, 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. Students in other classes may hold regular jobs averaging ten hours a week for 32 weeks. Students are paid directly for hours worked. Earnings 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. 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 to work more than the maximum 10-hours a week or one "full-time" position. First-year students may work a maximum of eight hours per week. Students receiving a stipend for such positions as STRIDE or HCA are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

**Grants**
Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. Federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

## Outside Aid

Outside aid based on student merit or parent employment will first reduce or replace the self-help portion of your award (work-study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, the aid can 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, outside aid in excess of self-help 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 SFS by June 1, the aid will be reflected in your official award and on your first bill.

**State and Federal Grant Assistance**
These awards 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.

## 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/portal for information on our treatment of veterans benefits. We proudly sponsor the Yellow Ribbon Program.

## Merit-Based Financial Aid

Please see our website, www.smith.edu/sfs/portal for information on Smith's merit-based awards.

*This information is accurate as of June 2021, and does not include updates related to COVID-19. Please see our website for the most up-to-date information.*

# 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 600 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from 49 states and 72 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, the recommendations from her school, her essay and any other available information.

Smith College meets fully the documented financial need, as calculated by the college, of all admitted students. About 70 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, at a minimum 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 lab 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 and undocumented and Deferred Action or Childhood Arrivals (DACA) students. International citizens applying for admission to Smith are required to demonstrate English proficiency. International citizens whose primary language is not English or have not attended a school at which English is the primary language of instruction will be required to submit TOEFL, IELTS, PTE or the Duolingo English Test/*DET*. Applicants may be exempt from this requirement based on their educational background. Please refer to the "How to Apply Page" at: smith.edu/admission-aid/how-apply/first-year-students for more information. 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 apply using either the Common Application or the Coalition Application. Smith does not have a preference for one application over the other; both of these application types will receive equal consideration in our admission process. Please visit www.commonapp.org or www.coalitionforcollegeaccess.org for all required forms and instructions.

We realize that applying to college involves a lot of time-consuming work 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. 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 by June 1 to the dean of admission, 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. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. 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.

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

International students may apply to spend one semester or a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants for visiting programs should complete the Common Application for Transfer students. All required forms and instructions for completing the application are available on the Common Application website. Applications must be completed by July 1 for September entrance and by November 15 for January entrance. Financial aid is not available for these programs.

Information about the Visiting Year application process is available at: smith.edu/admission-aid/how-apply/visiting-year.

# 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 15 for September admission.

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 and satisfactory completion (grade of C- or higher) of a writing intensive course in the first two semesters of enrollment.

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). Consult the "Academic Program" section for additional detail. 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. Courses taken through the Five College Interchange count toward the 64-credit academic residence requirement. 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 session 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 session 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 prematriculation 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 permission of the instructor and/or chair of the department concerned for the student to register.

A student who does not have the prerequisites for a course may register 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 normally 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**
The deadline for submission of the special studies application is the fifth day of classes in the semester. Permission of the instructor is required prior to registration for 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.

**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. Official records of audits are not maintained.

### Course Registration

**Early Registration**
Eligible students are expected to participate in the early registration periods, normally scheduled in November and April. During the two-week early registration period, students may register for no more than 19 credits.

**Adding and Dropping Courses**
During the first 10 class days of a semester, a student may add or drop a course with the approval of the adviser and after consultation with the instructor. During this period, a student may register for up to 24 credits. Courses may be added online during the first five class days only. From the 6th to the 10th day students may add courses with the permission of the instructor and adviser; from the 11th through the 15th day of class, a student may add 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 under the following conditions.

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—once during her first year; once during any subsequent year—a student may "free drop" a course at any time up to the end of the ninth week of classes, for any reason, without penalty. The drop form requires approvals 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 each semester on 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.

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 may not drop a course after being reported to the Honor Board.

A student normally registers for an interterm course in November, with the approval of her adviser. In January, a student may drop or add an interterm course within the published add/drop period. (Please see the registrar's office website for registration and add/drop deadlines.) 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 the Five College Interchange 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.

## Course Work and Class Attendance

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 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 or mode of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy. It is the student's responsibility to check that work submitted by email 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 the official exam period. 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. A student may start the exam at any time during the published exam schedule but must allow enough time to complete the exam before the listed ending time for the particular session. 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 that 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 Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts may submit their requests online. Five College course requests should be submitted during the period for advising and registration 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. Second-semester first-year students may take a course within the Five College system provided the student has earned a GPA of 3.0 or better in the first semester. A second-semester firstyear who wishes to enroll in two Five College courses needs permission from the first-year class dean. A traditional student must enroll in a minimum of 8 credits at Smith in any semester; an Ada Comstock scholar may 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.

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 nondegree 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, grading option deadlines and academic honor system, of the host institution. Students taking Five College interchange courses will be awarded the credit value assigned by 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

Smith College complies with federal regulations defining a credit hour. Normally, a four-credit course involves 12 hours per week of academically engaged time over the course of the semester. Academically engaged time is generally three class or contact hours per week plus nine additional hours of academic work for the course per week. For courses carrying more or fewer than four credits, the Smith College expectation is three hours per week of academically engaged time per credit over the course of the semester.

## Grading System

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

Grades at Smith indicate the following:

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

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

**Satisfactory/Unsatisfactory Option**

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

1. the instructor approves the option;
2. the student declares the grading option for Smith courses by the end of the ninth week of classes. Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearlong courses designated by a "D" in the course number. In yearlong courses designated by a "Y" students may elect a separate grading option for each semester. Students electing the satisfactory/unsatisfactory (S/U) option for both semesters of a yearlong course must do so each semester.

Within the 128 credits required for the degree, a maximum of 16* credits (Smith or other Five College) may be taken for the S/U grading option, regardless of how many graded credits students are enrolled in per semester. An Ada Comstock Scholar or a transfer student may elect the S/U grading option for four credits out of every 32 that she takes at Smith College.

Some departments will not approve the S/U grading option for courses counting toward the major. Credits earned in courses with a mandatory S/U grading option, including all spring 2020 semester courses, are not counted toward the 16*-credit limit. Due to exceptional circumstances, all spring 2020 semester courses were converted to mandatory S/U grading and thus do not count toward the 16*-credit limit. S/U grades do not count in the grade point average.

A student may not change the grading option after being reported to the Honor Board. If the student has registered for the course with the S/U grading option, the Board may change the grading option to a letter grade.

**Note: Students were allowed an additional 12 optional S/U credits for use during the 2020–21 academic year. A student may not carry these additional credits into future academic years, and students who elected to take more than 12 optional S/U credits in 2020–21 drew on the 16 credits provided by the policy above.*

## Repeating Courses

Effective in the fall 2017 semester, students may repeat for credit a course taken at Smith in which a grade of C or lower was earned. A maximum of two courses may be repeated during the student's period of enrollment. Permission of the student's liberal arts or major faculty adviser and the course instructor is required. A Smith course may be repeated at Smith only, not at another institution (including those in the Five College Interchange). A student repeating a course that was passed (a grade of D- or higher) and for which credit was earned will receive no additional course credit toward graduation. *All grades earned in courses, including any repeated courses, will appear and remain on the student's transcript*. Only the higher grade of a repeated course will be calculated into the term and cumulative GPAs, however.

It is the student's responsibility to register a repeated course properly with the registrar's office at the time of registration by submitting a completed course repeat authorization form. Topics and other courses that are noted as repeatable for credit in the course description or department/program catalog section are not subject to this policy, unless the student receives permission to repeat the same topic and meets all criteria above. Students should refer to the registrar's office website (www.smith.edu/about-smith/registrar/policies-guidelines) for the complete course repeat policy.

## 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 (dance, exercise and sport science, and music). Excess performance credits are included on the transcript but do not count toward the degree and are not calculated in the term or cumulative GPA.

## 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 session 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 a subsequent semester.

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:

1. 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;
2. should obtain, from the registrar's office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;
3. must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

Final evaluation of credit is made after receipt of the official transcript showing satisfactory completion of the program.

A student may not receive credit for work completed at another institution while in residence at Smith College, except for interterm courses and courses taken on the Five College interchange. For the period summer 2020 through summer 2021, Smith College will accept transfer credit for approved courses subject to existing transfer credit limits.

Transfer credit policies and guidelines are published online on the registrar's office website and are available in the office. Students may not transfer credit for academic work completed at an international institution while withdrawn from the college.

## Summer Session Credit

Students may accrue a maximum of 12 approved summer session credits toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and prematriculation credits. With the prior approval of the registrar, summer credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For transfer students and Ada Comstock Scholars, summer session 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 for transfer credit. 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 prematriculation 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 non-credit 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.

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. Prematriculation credits 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. A maximum of one semester (16 credits) of AP, International Baccalaureate (IB), other diploma and prematriculation credit may be counted towards the degree.

## Advanced Placement

Smith College participates in the Advanced Placement (AP) administered by the College Entrance Examination Board. AP 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. AP credit may not be added to a student's record to make up for a failing grade received as a result of an Honor Board sanction.

Credits are recorded for scores of 4 or 5 on most AP examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one semester (16 credits) of AP and other prematriculation credit may be counted toward the degree.

Students who complete courses that cover substantially the same material as those for which AP credit is recorded may not then apply that AP 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 8 credits will be granted toward the major in any one department.

AP 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 (IB) and some 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. A maximum of one semester (16 credits) of AP, IB, other diploma and prematriculation credit may be counted toward the degree.

# Academic Standing

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

## Academic Probation

A student whose grade point average 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 program of study, to complete summer transfer credit or to withdraw from the college. Any student on academic probation who is required by the Administrative Board to earn credit at another institution must earn a B- or better in each course in order for the course to transfer for credit at Smith.

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 campus wide or within her house. A student on probation is not considered to be in good academic standing, is not eligible to study abroad, and 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 class deans' office 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 on the basis of gross error in procedure, new information that was not available at the time the original decision was made or extreme bias on the part of the administrative board. Appeals based on disagreement of the decision will not be considered.

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).

# Privacy and 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.

In communications with parents concerning most 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, consistent with the federal Family Educational Rights and Privacy Act of 1974 (FERPA). 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.

However, FERPA makes 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 dependent student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

# 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 (www.smith.edu/classdeans/guidelines_leaves.php).

The request must be filed with the student's class dean by

- May 1 for a fall semester or academic year absence
- December 1 for a second semester absence.

Students in good academic standing who miss these deadlines and wish to go on leave may request a late leave through the class dean. Students are eligible for leave status for one year; after that a student must withdraw. Information about readmission procedures can be found on the class deans' website.

Any student studying elsewhere, either abroad through the International Study Office or elsewhere in the United States, must file a request for approved off-campus study by the appropriate deadline.

Transfer students who apply 38 or fewer credits from their previous institution(s) to their Smith academic record may study abroad for a semester or a year; students who apply between 39 and 54 transfer credits to their Smith academic record may study abroad for one semester. In both instances, students must work with the registrar's office upon their return to campus to have their transfer credits adjusted. Academic residency requirements may also apply. Students should consult the "Transfer Admission" and "Requirements for the Degree" sections for details. All students expecting to earn credit should have any course they wish to transfer preapproved by the registrar. The guidelines for transfer credit can be found at www.smith.edu/about-smith/registrar/transfer-credit

A student who wishes to earn credit elsewhere during either semester of her senior year must request approval by submitting a Senior Year Elsewhere form to the senior class dean that includes all the specific courses necessary for the completion of all major and minor requirements; and is endorsed by her adviser and the chair of her department.

An official transcript must be sent directly from the institution where credit is earned to the registrar at Smith College for transfer credit to be applied to a Smith record.

A student must be in good standing to be eligible to transfer credit to Smith.

## Short-Term Leave for Special Circumstances—Mid-Semester

A student who is away from campus for an extended period of time during the semester (one to two weeks) may be placed on a short-term leave status by health services or by the class dean. Instructors will be notified of the student's status by the class deans office.

Any student placed on short-term leave by health services must receive clearance from health services before returning to campus. Health services may require documentation from the student's health care provider before the student is eligible to return.

Every student placed on short-term leave for special circumstances by the dean must make an appointment with that appropriate class dean on her return in order to plan for the remainder of the semester.

## Withdrawal Between Semesters

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 class dean.

## Withdrawal During the Semester

Any student who decides to leave campus at any point for any reason and not finish her course work for the semester must withdraw. Official confirmation of the withdrawal will be sent to the student and her parents by the class dean.

The administrative board reviews the records of all student who withdraw during the semester from the college for any reason and may impose requirements on the student in order to be eligible to be considered for readmission.

When the student is ready to return she may request readmission through her class dean. Information and forms can be found at the class deans' website.

Should the withdrawal be due to

- difficulty in meeting academic expectations
- medical reasons
- concerns about the student's safety

the student will be expected to provide documentation of improved functioning when requesting readmission. Readiness to return may be demonstrated by

- engagement in sustained full time employment
- consistent volunteer work or
- study elsewhere at an accredited institution of higher learning in the United States.

The student will be asked to present a plan for progress towards the degree and completion of major requirements and when appropriate articulate a plan for self-care.

In the case of a withdrawal from the college for medical reasons, the director of health services (or the associate director when specified) will also 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 as the administrative board makes the final decision regarding readmission.

With administrative board approval, a student who leaves the college within the first five weeks of the semester may be allowed to recoup the semester in order to complete the degree. Normally, a student is not allowed to recoup the semester if she withdraws after the fifth week.

## Required Medical Withdrawal

The director, the associate director of health services, or an Evaluation Committee convened by the dean of students may require a student to withdraw during the semester when the student's behavior or functioning is impaired to the degree that the student

- cannot meet academic milestones,
- poses a risk to herself or others
- cannot receive appropriate and necessary treatment at the college.

Further information on the policy on required medical withdrawal can be found at smith.edu/sao/handbook/policies/medleave.php.

## Readmission

A withdrawn student who wishes to return to the college after an absence of fewer than six years must follow the readmission application process, as detailed on the class deans' website.

Readmission requests for return in September must be sent to the class deans' office before March 1; for readmission in January, before November 1.

The administrative board acts upon all requests for readmission and normally requires that the student meet or speak with the appropriate class dean to discuss her plans for completion of the degree.

The administrative board may also request that the student contact the director of health services before considering a readmission request.

Normally, students who have withdrawn from the college must be withdrawn for at least one full semester. A student who chooses a mid-semester withdrawal is required to be withdrawn for the entire subsequent 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 five years.

Students may not transfer credit for academic work completed at an international institution while withdrawn from the college.

A withdrawn student who wishes to return after an absence of six or more years must apply for admission through the Office of Admission. Information regarding application deadlines is available on the admission website. Such students are strongly encouraged to show evidence of recent successful completion of one semester of college-level coursework at an accredited institution . Potential candidates are strongly encouraged to make an appointment with the Office of Admission.

## Additional Information

This chapter contains current information regarding Smith College's requirements, policies and procedures. For additional information, including updates, deadlines and required forms, consult the registrar's office and class deans office websites.

# 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 post-baccalaureate 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 interdisciplinary 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 advisers help graduate students individually to devise appropriate programs of study.

## Admission

To enter a graduate degree program, a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants who wish to be considered for financial aid must submit all required application materials by the deadline date for their programs of interest. (Refer also to the Financial Assistance section.) The deadline for fall entry for most programs is January 14 and spring entry November 1. If no financial aid is needed, most master's degree programs will accept late applications for fall until April 1. Exceptions: master of fine arts in dance, January 3, with no late applications and no spring admission; master of science in biological sciences, no late applications and no spring admission; master of arts in teaching, rolling admission beginning November 1 and ending April 15; and post-baccalaureate/mathematics, March 15 for fall, October 15 for spring.

Applicants must submit the materials listed on the application for admission, including the formal application form, the $60 application fee, the official transcript of the undergraduate record, and letters of recommendation from instructors at the undergraduate institution. Applicants from non-English-speaking countries must submit official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). International applicants from English-speaking countries must submit results from the Graduate Record Exam (GRE). All candidates must also submit a paper written in an advanced undergraduate course, except for MFA/playwriting candidates, who must 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 (up to 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. A continuation fee of $60 will be charged 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 for personal reasons may request a leave of absence for a semester or academic year. 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

Grade requirements vary, depending on the program. The master of science in biological sciences, master of fine arts in dance, and master of fine arts in theater require that all work to be counted toward the degree (including the thesis) must receive grades of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Students in the master of science in exercise and sport studies are expected to maintain a grade point average of 3.0 or higher throughout the program, and the master of arts in teaching requires a student to have at least a 3.0 grade point average at the time of graduation in order to have earned the degree. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described below are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

### Master of Science in Biological Sciences

The Department of Biological Sciences maintains an active graduate program leading to the master of science in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences

and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-semester, eight-credit course. 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 20 to 25 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 52 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, East Asian languages, English, French, geosciences, government, history, mathematics, physics, Spanish and visual arts 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 and the public schools of Northampton, as well as other area urban and suburban communities.

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 office 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 M.A.T. 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 at 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.

## 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 doctoral 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 sswadmis@smith.edu. Information can also be found at the school's website at smith.edu/ssw.

# Nondegree Studies

## Certificate of Study

Under special circumstances we may award the Certificate of Study 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 at Smith College under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade point average of 2.7 or better. At least five courses should be above the intermediate level.

## Diploma in Interdisciplinary Studies

This is a highly competitive, interdisciplinary program open only to international students of advanced undergraduate or graduate standing who are interested in one year of study and research at Smith College. Candidates should have a bachelor's degree or at least three 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 (TOEFL or IELTS). Applications must be submitted by January 15.

The program consists of a minimum of 24 credits, including American Society and Culture (a special seminar for Diploma students), a research project, and at least four courses in the student's areas of interest/specialization.

A cumulative grade point average of 3.0 must be maintained throughout the program.

## Post-Baccalaureate Program: The Center for Women in Mathematics at 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.

Admission to this two-semester program 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).

**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 Julianna Tymoczko, Department of Mathematics and Statistics, Smith College, Northampton, MA 01063, telephone: 413 585-3775, email: math-chair@smith.edu

**Financial Aid**
Scholarships are available to admitted post-baccalaureate students. Stipends may also be available to some students in exchange for assisting in the Department of Mathematics and Statistics.

**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 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.

A non-degree student who later wishes to enroll as a part-time or full-time degree candidate must apply through the regular admission process. 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 mostly single bedrooms and shared kitchen, living room, and bathrooms. Included is a room furnished with a bed, chest of drawers, desk and chair. Students provide their own board, though if interested, students may purchase blocks of meal 'tickets' to have occasional meals in on-campus houses. For further details, send email to gradstdy@smith.edu.

For individuals wishing to check the local rental market, go to marketplace.gazettenet.com to find "Real Estate Rentals," umocss.org or westernmass.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

| | |
|---|---|
| **Application fee** | $60 |
| **Full tuition, for the year** | $55,830 |
| 16 credits or more per semester | |
| **Part-time tuition** | |
| Fee per credit | $1,740 |
| **M.A.T. summer session** | $2,500 |
| **Continuation fee, per semester** | $60 |
| **Room only for the academic year** | $9,700 |
| **Health insurance estimate** | |
| (Academic year) | $2,884 |
| (June 15 through academic year) | $3,325 |

Notifications for semester fees are emailed 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 one-time deposit will be applied to the student's account at the start of the first semester of enrollment. It is not refunded should the student withdraw prior to enrollment.

## 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 teaching or research fellowships, employment stipends, tuition scholarships, and federal loans. Required materials and deadlines for application vary with the type of financial assistance requested.

All applicants for financial assistance must complete their applications for admission by the program deadline. Applicants interested in federal loans must submit the online FAFSA by February 15.

## Fellowships

*MFA/Dance Teaching Fellowships:* MFA students in the department of dance receive teaching fellowships and teach the equivalent of three undergraduate studio courses per year. Each fellow receives a tuition waiver for all required courses except the two-credit summer course.

*MS/Biological Sciences Teaching or Research Fellowships:* The department of biological sciences combines fellowship aid with practical experience and an opportunity to gain competence in a specialized field of study. Each fellow receives a tuition waiver for all required graduate courses as well as a stipend in exchange for work in the department. During the academic year, a fellow is usually enrolled half-time.

*MS/Exercise and Sport Studies Employment Stipends:* The department of exercise and sport studies awards stipends in exchange for specific work in the athletics and ESS departments. These stipends vary in accordance with the type of appointment and amount of funding available. Recipients generally carry full-time course loads and may receive varying levels of scholarship assistance.

## Scholarships

Smith College offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. If interested in scholarship assistance, applicants must meet the application deadline for their programs of interest.

## 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 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 and special 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 and special 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 and special 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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**Sara London**
*Lecturer in English Language and Literature*
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**Daphne Lowell**
*Five College Lecturer in Dance*
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**Miranda K. McCarvel**
*Lecturer in the Jacobson Center for Writing, Teaching and Learning*

**Megan McCool**
*Lecturer in Dance*

**Aston McCullough**
*Five College Lecturer in Dance*

**Mary McKitrick**
*Ph.D. Laboratory Instructor in Biochemistry*

**David C. Meyer**
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**Art Middleton**
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B.A. Rhode Island College; M.A. University of California, Davis

**Elizabeth Mikesch**
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B.S. Eastern Michigan University; M.F.S. University of Massachusetts Amherst

**Houjun Mo**
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**Nariel Monteiro**
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**Patricia Montoya**
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B.A., M.A. New School; M.F.A. University of California, San Diego

**Paul Newlin**
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A.A. Wentworth Institute; B.A. Johns Hopkins University; B.S., M.A., M.P.M.A. University of Massachusetts

**Rachel Newman**
*Lecturer in History*
B.A. Yale University; M.Phil., Ph.D. Columbia University

**Norma Noel**
*Lecturer in Theatre*

**Travis Norsen**
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**Fadia Nordtveit**
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**Lynn Oberbillig**
*Associate Chair and Director of the Exercise and Sport Studies Graduate Program*
B.A., M.A. University of Iowa; M.B.A. Nicholls State University

**Gina Ocasion**
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B.A., M.A. California State University at Fullerton; Ph.D. University of Massachusetts, Amherst

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

**Narendra Pathak**
*Ph.D. Laboratory Instructor in Neuroscience*

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

**Torleif Persson**
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B.A. Lund University; M.A., Ph.D, Rutgers University

**Tri Phuong**
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B.S. Harvard University, M.Phil., Ph.D. Yale University

**Marco Piana**
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**Renata Pienkawa**
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**Molly Reynolds**
*Lecturer in Government*

**Anne Richter**
*Lecturer in American Studies*

**Jenna Riegel**
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**Julie Rivera**
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M.F.A. Pratt Institute

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**F. Peter Schloerb**
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**Stephen E. Schneider**
*Five College Lecturer in Astronomy*

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**Caitlin Shepherd**
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**Carolyn Shread**
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**Ronald L. Snell**
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**Barry Spence**
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**Susan Stinson**
*Lecturer of English Language and Literature*
B.A. University of Colorado

**Yuko Takahashi**
*Lecturer in East Asian Lanugages and Culture*

**Margaret Lysaght Thacher, M.S.**
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**Rebecca Thomas**
*Ph.D. Senior Laboratory Instructor in Chemistry*

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**Samantha Torquato**
*Laboratory Instructor in Biological Sciences*

**Thomas Vacanti**
*Five College Lecturer in Dance*

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

**Nicole Walsh**
*Lecturer in Education and Child Studies*

**Susan Waltner**
*Five College Lecturer in Dance*

**Lewis Ward**
*Laboratory Instructor and Technical Support: Geosciences*

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*Lecturer in Psychology*
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**Rosa Weinberg**
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**Wendy Woodson**
*Five College Lecturer in Dance*

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

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

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B.A., M.A. Nanjing University; M.A. University of Massachusetts Amherst

**Min Su Yun**
*Five College Lecturer in Astronomy*

**Ling Zhao**
*Lecturer in East Asian Languages and Literatures*
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**Alexis Ziemba**
*Lecturer of Neuroscience*
A.B. Smith College; Ph.D. Rensselaer Polytechnic Institute

# Visiting Faculty

**Mary Allen**
*Visiting Assistant Professor*
B.A., M.A. University of Oaklahoma; Ph.D. University of Virgina

**Şebnem Baran**
*Visiting Assistant Professor of Film and Media Studies*
B.A., M.A. Bogazici University; Ph.D. University of Southern California

**Kye Barker**
*Visiting Assistant Professor of Government*
B.A. University of Kansas; M.A, Ph.D. University of California, Los Angeles

**Casey Berger**
*Visiting Assistant Professor*
B.A. Boston University; B.S. Ohio State University; Ph.D. University of North Carolina

**Tiana Clark**
*Grace Hazard Conkling Writer-in-Residence*
B.A. Tennessee State University, M.F.A. Vanderbilt University

**Jennifer Crandell**
*Lucille Geier Lakes Writer-in-Residence*
B.A. Mary Washington College; M.A. University of Missouri

**Maureen DeNino**
*Visiting Assistant Professor of French Studies*
B.A. New York University; M.A. University of Colorado, Boulder; Ph.D. Princeton University

**Carole DeSanti**
*Elizabeth Drew Professor of English Language and Literature*
A.B. Smith College

**Susan Faludi**
*Jacobson Visiting Writer*
B.A. Harvard University

**Manuel Garcia**
*Visiting Assistant Professor of Economics*
B.S. Universidad de Chile; M.A., Ph.D. University of Massachusetts Amherst

**Naima Green**
*Harnish Visiting Artist and Lecturer in Photography*
B.A., M.A. Columbia University; M.F.A. International Center of Photography-Bard

**Evangeline Heiliger**
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: American Studies*
B.A. Smith College; M.A., Ph.D. University of California, Los Angeles

**David Howlett**
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: Religion*
B.S.E. University of Central Missouri; M.A. University of Missouri-Kansas City; Ph.D. University of Iowa, Iowa City

**Rachel Koh**
*Visiting Assistant Professor of Engineering*
B.S. University of Vermont; Ph.D. University of Massachusetts

**Lu Lu**
*Visiting Assistant Professor of Data Sciences, MassMutual Faculty Fellow*
B.S. Zhejiang University; M.S., Ph.D. University of Connecticut

**Kathleen Pierce**
*Visiting Assistant Professor of Art*
B.A. Villanova University; M.A., Ph.D. Rutgers University

**Russ Rymer**
*Jacobson Visiting Writer*
B.A. University of North Carolina at Chapel Hill

**Gunjan Sharma**
*Visiting Assistant Professor of Economics*
B.A. Delhi University; M.A. Delhi School of Economics; Ph.D. University of Maryland

**Tristan Teo**
*Iva Dee Hiatt Visiting Artist in Piano and Lecturer in Music*
B.A., M.A. The Juilliard School

**Daniel Vahaba**
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: Biological Sciences*
B.S. Wayne State University; Ph.D. University of Massachusetts Amherst

**Melissa Yates**
*Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: Philosophy*
B.A. Grinnell College; Ph.D. Northwestern University

# Instructional Support Personnel

**Miguel Alejandro Castillo**
*Five College Teaching Fellow in Dance*

**Sarah Konner**
*Five College Teaching Fellow in Dance*

**Erin Kouwe**
*Five College Teaching Fellow in Dance*

**Chrissy Martin**
*Five College Teaching Fellow in Dance*

**TBD**
*Musician in Dance Technique and Performance*

**Hannah Berbube**
*Director, Smith College Wind Ensemble*

**Maho Ishiguro**
*Director, Smith College Javanese Gamelan Ensemble*

**Chia-Yu Joy Lu**
*Director, Smith College Chinese Music Ensemble*

**Genevieve Rose, Mus.B.**
*Director, Smith College Jazz Ensemble*

**Ellen Redman, M.M.**
*Director, Smith College Celtic Ensemble The Wailing Banshees*

**Frederick Aldrich, Mus.B.**
*Performance Instructor in Music*

**Claire Arenius**
*Performance Instructor in Music*

**Sarah E. Briggs**
*Performance Instructor in Music*

**Rebecca Eldredge**
*Performance Instructor in Music*

**Phillip de Fremery**
*Performance Instructor in Music*

**Justina Golden**
*Performance Instructor in Music*

**Ron Gorevic**
*Performance Instructor in Music*

**Donna Rhea Gouger, B.M.**
*Performance Instructor in Music*

**Donna Hébert**
*Performance Instructor in Music*

**Mary Hubbell, M.M.**
*Performance Instructor in Music*

**Colleen Jennings, M.M.**
*Performance Instructor in Music*

**Bruce Krasin**
*Performance Instructor in Music*

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

**James MacDonald**
*Performance Instructor in Music*

**Felix Margolin**
*Performance Instructor in Music*

**Judith Marturana**
*Performance Instructor in Music*

**Kate O'Connor**
*Performance Instructor in Music*

**Scott Pemrick, M.M.**
*Performance Instructor in Music*

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

**Alice Robbins**
*Performance Instructor in Music*

**Gary Seinkiewicz, M.M.**
*Performance Instructor in Music*

**Lynn Sussman, Mus.B., M.M.**
*Performance Instructor in Music*

**Felice Swados**
*Performance Instructor in Music*

**John VanEps**
*Performance Instructor in Music*

# College Affiliates

**William Lhamon**
*Research Associate in American Studies*

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

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

**Anne Jaskot, Ph.D.**
*Research Associate in Astronomy*

**Mohammed Alshagawi**
*Research Associate in Economics*

**Cathy Topal, M.A.**
*Research Associate in Education and Child Study*

**Sharon Farmer, Ph.D.**
*Research Associate in History*

**Jennifer Hall-Witt, Ph.D.**
*Research Associate in History*

**Dagmar Herzog, Ph.D.**
*Research Associate in History*

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

**Revan Schendler, Ph.D.**
*Research Associate in History*

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

**Michael Staub, Ph.D.**
*Research Associate in History*

**Kenneth Stow, Ph.D.**
*Research Associate in History*

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

**Colleen Wood, Ph.D.**
*Research Associate in History*

**Sarah-Marie Belcastro, Ph.D.**
*Research Associate in Mathematics and Statistics*

**Catherine McCune, Ph.D.**
*Research Associate in Mathematics and Statistics*

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

**Ernest Alleva, Ph.D.**
*Research Associate in Philosophy*

**Janet Chang, Ph.D.**
*Research Associate in Psychology*

**Edward Plimpton, Ph.D.**
*Research Associate in Psychology*

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

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

**Karen Smyers, Ph.D.**
*Research Associate in Religion*

**Philip Zaleski, B.A.**
*Research Associate in Religion*

**Ahmed Rafiul, Ph.D.**
*Research Associate in South Asia Concentration*

**Nicholas Horton, Sc.D.**
*Research Associate in Statistical and Data Sciences*

**Lynne Bassett, M.A.**
*Research Associate in Theatre*

**Michelle Erard, M.A.**
*Research Associate in Theatre*

**Edward Maeder, M.A.**
*Research Associate in Theatre*

**Joyce Follet**
*Research Associate in the Study of Women and Gender*

# Administration

## Office of the President

**Kathleen McCartney, Ph.D.**
President

**Beth Berg**
Executive Assistant to the President

**Joanna Olin, J.D.**
Chief of Staff

## The Board of Trustees

**Elena Palladino**
Secretary of the Board of Trustees

## Office of Alumnae Relations and Development

**Beth Raffeld, B.A.**
Senior Vice President for Alumnae Relations and Development

**Denise Wingate Materre ’74, Ed.D.**
Vice President for Alumnae Relations

**Maureen Barry, B.S.**
Assistant Vice President for Advancement Operations

**Betsy Carpenter ’93, M.L.S.**
Associate Vice President for Development

**Marissa Hoechstetter, M.A.**
Senior Director of Alumnae and Donor Relations

## Department of Athletics and Recreation

**Kristin Hughes ’93, S.M.**
Director

## The Botanic Garden of Smith College

**Tim Johnson, Ph.D.**
Director

## Campus Safety

**Debra C. Duncan, J.D.**
Interim Director of Campus Safety

## Campus School of Smith College

**Jon Deveaux, M.A.**
Head of Campus School

**Laura Tiktin-Sharick, M.S.Ed., Ed. M.**
Assistant Head of School

## Center for Religious and Spiritual Life

**Reverend Matilda Cantwell, M.S.W.**
Director of Religious and Spiritual Life

## The Clark Science Center

**Christophe Golé, Ph.D.**
Faculty Director

**Thomas Richardson, M.S.**
Administrative Director

## Office of College Relations

**Julia Yager**
Vice President for College Relations and Communications

**Sam Masinter, A.B.**
Associate Vice President for College Relations

**Amy McDonald**
Director of Marketing and Creative Services

**John MacMillan, B.A.**
Senior Director for Editorial Communications

**Stacey Schmeidel**
Senior Director for News and Strategic Communications

## Office of the Dean of the College

**Baishakhi Taylor, Ph.D.**
Dean of the College and Vice President for Campus Life

**Rebecca Hovey, Ph.D.**
Dean for International Study and Director of the Lewis Global Studies Center

**Susannah Howe, Ph.D., P.E.**
Dean of the Sophomore Class

**Julianne Ohotnicky, M.A.**
Associate Dean of the College and Dean of Students

**Adela Penagos, Ph.D.**
Associate Dean of the College and Dean of the Senior Class

**Andrea Rossi-Reder, Ph.D.**
Dean of the Junior Class and Ada Comstock Scholars

**Rebecca Shaw, M.A.**
Associate Dean of Students

**Fraser Stables, Ph.D.**
Associate Dean of Integrative Learning

**Jane Stangl, Ph.D.**
Dean of the First-Year Class

**Caitlin Szymkowicz, M.A.**
Associate Dean for International Students and Scholars

## Dining Services

**Andy Cox, B.A.**
Executive Director of Auxiliary Services

## Office of Enrollment

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Vice President for Enrollment

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Dean of Admission

**Deborah Doulette, M.A.**
**Tara Kalinisan, B.A.**
**Meredith McDill, M.A.**
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**Libby Wehmiller, M.S.**
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**David Belanger, M.B.A.**
Director of Student Financial Services

**Michael Ireland, M.P.A.**
**Cathleen Klaes, M.S.**
Associate Directors of Student Financial Services

## Facilities Management

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Associate Vice President for Facilities and Operations

## Office of the Vice President for Finance and Administration

**David C. DeSwert, M.P.L.**
Vice President for Finance and Administration

**Matthew Motyka, C.P.A.**
Controller and Associate Treasurer

## Office of Human Resources

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Associate Vice President for Human Resources

## Information Technology Services

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**John Crowley, B.S.**
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**Jean Ferguson, M.S.**
Director of Learning, Research and Technology

**TBD**
Information Security Director

**Sharon Moore, B.A.**
Deputy Chief Information Officer

**John Singler, B.A.**
Associate Vice President for Enterprise Application and Data Services

**Ellen Wall**
Director of Information Technologies Change Management

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Chief Investment Officer

## Office for Equity and Inclusion

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**Amy Hunter, J.D.**
Director of Equal Opportunity and Title IX Compliance

**Laura Rauscher, M.Ed.**
Director of Disability Services

**L'Tanya Richmond, M.A.**
Dean of Multicultural Affairs

## Office of Institutional Research

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Associate Vice President for Analytics and Institutional Research

## The Jacobson Center for Writing, Teaching and Learning

**Julio Alves, Ph.D.**
Director

## Lazarus Center for Career Development

**TBD**
Director

## The Libraries

**Susan Fliss, Ph.D.**
Dean of Libraries

**Jean Ferguson, M.S.**
Director of Learning, Research and Technology

**Sadie Menchen, M.A.**
Digital Strategist

**Elizabeth Myers, Ph.D.**
Director of Special Collections

**Robert O'Connell, M.L.I.S.**
Director of Discovery and Access

## The Smith College Museum of Art

**Jessica Nicoll '83, M.A.**
Director and Louise Ines Doyle '34 Chief Curator

**Danielle Carrabino, Ph.D.**
Curator of Paintings and Sculpture

**Emma Chubb, Ph.D.**
Charlotte Feng Ford '83 Curator of Contemporary Art

**Deborah Diemente, M.A.**
Collections Manager and Registrar

**Martha Ebner, B.F.A.**
Acting Associate Director of Marketing and Communications

**Lily Foster, Ph.D.**
Associate Director of Museum Administration

**Aprile Gallant, M.A.**
Curator of Prints, Drawings and Photographs and Associate Director of Curatorial Affairs

**Ann Mayo '83, B.A.**
Manager of Security and Guest Services

**Charlene Shang Miller, M.A.**
Acting Associate Director for Academic Programs and Public Education

**Justin Thomas, B.F.A.**
Acting Visitor Experience Manager and Shop Manager

**Yao Wu, A.B.D.**
Jane Chace Carroll Curator of Asian Art

## Office of the Provost/Dean of the Faculty

**Michael Thurston, Ph.D.**
Provost and Dean of the Faculty

**Bill E. Peterson, Ph.D.**
Associate Provost

**Hélène Visentin, Ph.D.**
Associate Dean of the Faculty and Dean for Academic Development

## Office of the Registrar

**Gretchen Herringer, B.A.**
Registrar

## Schacht Center for Health and Wellness

**Kris Evans, M.S.S.W., L.I.C.S.W.**
Director, Schacht Center

**Tara Dumont, M.D.**
College Physician

**Kris Mereigh, M.P.H.**
Associate Director for Wellness Education

## School for Social Work

**Marianne Yoshioka, M.S.W., Ph.D.**
Dean and Elizabeth Marting Treuhaft Professor

**Marsha Kline Pruett, M.S., M.S.L., Ph.D.**
Associate Dean of Academic Affairs and Maconda Brown O'Connor Professor

**Irene Rodriguez Martin, Ed.D.**
Associate Dean of Graduate Enrollment and Student Services

## Spinelli Center for Quantitative Learning

**Catherine McCune, Ph.D.**
Director

# Alumnae Association

## Officers

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## The Office of Alumnae Relations

**Denise Wingate Materre '74, Ed.D.**
Vice President for Alumnae Relations

**Amanda Rivera Lopez, M.S.Ed.**
Executive Director of the AASC and Regional Networks

**Amy Altwarg, M.A.**
Director of Volunteer Engagement

**Christie Capone Kennedy '10, M.P.A.**
Director of Alumnae Professional Networks and Career Programs

# Standing Committees

**Academic Freedom Committee**
Shannon Audley (2023); Martine Gantrel (2022); Nicholas Howe (2024)

**Committee on Academic Priorities**
Ibtissam Bouachrine (2024); Daphne Lamothe (2022); Denise McKahn (2024); Richard Millington (2022); Nancy Whittier (2022); Faculty Council Representative nonvoting (Steve Waksman)

**Committee on Educational Technology**
Jordan Crouser (2023); Barbara Kellum (2022); Jennifer Malkowski (2023); Faculty Council Representative nonvoting (Angie Hauser)

**Committee on Faculty Compensation and Development**
Marnie Anderson (2022); Katwiwa Mule (2022); Susan Sayre (2022); Fraser Stables (2022); Ileana Streinu (2022); Faculty Council Representative nonvoting (Rick Fantasia)

**Faculty Council**
Rick Fantasia (2023); Bosiljka Glumac (2022); Angie Hauser (2022); Steve Waksman (2024); Tina Wildhagen (2024)

**Committee on Grievance**
Patricia DiBartolo (2024); David Gorin (2023); Ambreen Hai (2023); Virginia Hayssen (2023); Jack Loveless (2023)

**Lecture Committee**
Jennifer DeClue (2023); Nathanael Fortune (2023); Marguerite Harrison (2024); Laura Katz (2023); Vis Taraz (2023)

**Committee on the Library**
Craig Davis (2023); Brent Durbin (2022); Sarah Moore (2023); Jessica Moyer (2024); Rebecca Worsham (2022)

**Committee on Mission and Priorities**
Leslie King (2024); Susan Levin (2023); Susan Voss (2023); Faculty Council Representatives nonvoting (Bosiljka Glumac and Tina Wildhagen)

**Committee on Tenure and Promotion**
Carrie Baker (2024); Nalini Bhushan (2024); Andrew Guswa (2022); Alexandra Keller (2023); James Lowenthal (2023)

# Courses of Study

| Majors/Minors/Concentrations | | | Designation | Academic Division |
|---|---|---|---|---|
| Interdepartmental Minor in African Studies | | | AFS | I/II |
| Major and Minor in the Department of Africana Studies | | | AFR | I |
| Interdepartmental Major in American Studies | | | AMS | I/II |
| Interdepartmental Minor in Ancient Studies | | | ANS | I/II |
| Major in Anthropology | | | ANT | II |
| Interdepartmental Minor in Archaeology | | | ARC | I/II |
| Concentration in Archives | | | ARX | |
| Majors and Minors in the Department of Art | | | | |
| | Majors and Minors: | History of Art | ARH | I |
| | | Studio Art | ARS | I |
| | | Architecture and Urbanism | ARU | I |
| | Minor: | Graphic Art | ARG | I |
| Minor in Arts and Technology | | | ATC | I/III |
| Major and Minor in the Five College Department of Astronomy | | | AST | III |
| Interdepartmental Minor in Astrophysics | | | APH | III |
| Interdepartmental Major in Biochemistry | | | BCH | III |
| Major and Minor in the Department of Biological Sciences | | | BIO | III |
| Concentration in Book Studies | | | BKX | |
| Interdepartmental Minor in Buddhist Studies | | | BUS | I/II |
| Major and Minor in the Department of Chemistry | | | CHM | III |
| Majors and Minors in the Department of Classical Languages and Literatures | | | | |
| | Majors and Minors: | Classics | CLS | I |
| | | Greek | GRK | I |
| | | Latin | LAT | I |
| | Major: | Classical Studies | CST | I |
| Concentration in Community Engagement and Social Change | | | CCX | |
| Majors and Minors in the Department of Computer Science | | | | |
| | Major and Minor: | Computer Science | CSC | III |
| | Minors: | Digital Art | CDA | III |
| | | Digital Music | CDM | III |
| Major and Minor in the Five College Dance Department | | | DAN | I |
| Majors and Minors in the Department of East Asian Languages and Cultures* | | | EAC | I |
| Majors and Minor in the Department of Economics | | | ECO | II |
| | Major and Minor: | Economics | ECO | II |
| | Major: | Quantitative Economics | QEC | II |
| Major and Minor in the Department of Education and Child Study | | | EDC | II |
| Majors and Minor in the Department of Engineering | | | EGR | III |
| | Major and Minor: | Engineering Science | EGR | III |
| Major and Minor in the Department of English Language and Literature | | | ENG | I |
| Environmental Concentration | | | ENX | |
| Interdepartmental Major and Minor in Environmental Science and Policy | | | ENV | I/II/III |
| Minor in the Department of Exercise and Sport Studies | | | ESS | III |
| Interdepartmental Major and Minor in Film and Media Studies | | | FMS | I/II |
| Major in the Department of French Studies | | | FRN | I |

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

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

| | | |
|---|---|---|
| Major and Minor in the Department of Geosciences | GSC | III |
| Major and Minor in the Department of German Studies | GST | I |
| 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 | I |
| Interdepartmental Minor in History of Science and Technology | HSC | I/II/III |
| Major and Minor in the Department of Italian Studies | ITS | I |
| Interdepartmental Major and Minor in Jewish Studies | JUD | I/II |
| Minor in Landscape Studies | LSS | I/II/III |
| Interdepartmental Major in Latin American Studies | LAS | I/II |
| Minor: Latino/a Studies | LATS | I/II |
| Interdepartmental Minor in Linguistics | LNG | I/II/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 Major and Minors in Middle East Studies | MES | I/II |
| Major and Minor: Middle East Studies | MES | I/II |
| Minor: Arabic | ARA | I |
| 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 | PYX | |
| 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 Major and Minor in Russian, East European and Eurasian Studies | RES | I/II |
| Major and Minor in the Department of Sociology | SOC | II |
| Interdepartmental Minor in South Asian Studies | SAS | I/II |
| Majors and Minors in the Department of Spanish and Portuguese | SPP | I |
| Spanish | SPN | I |
| Portuguese-Brazilian Studies | SPB | I |
| Interdepartmental Major and Minor in Statistical and Data Sciences | SDS | II/III |
| Minor: Applied Statistics | STS | II/III |
| Major and Minor in the Department of Theatre | THE | I |
| Concentration in Translation Studies | TSX | |
| Interdepartmental Minor in Urban Studies | URS | I/II |
| Interdepartmental Major and Minor in Study of Women and Gender | SWG | I/II/III |
| Interdepartmental Major in World Literature | WLT | I |

**Other**

| | | |
|---|---|---|
| Extradepartmental Courses | EDP | |
| First-Year Seminars | FYS | I/II/III |
| Interdepartmental Courses | IDP | |

| **Five College Certificates and Major** | |
|---|---|
| Five College Certificate in African Studies | AFC |
| Five College Certificate in Asian/Pacific/American Studies | APA |
| Five College Certificate in Biomathematical Sciences | BMC |
| Five College Certificate in Buddhist Studies | BDHC |
| Five College Certificate in Coastal and Marine Sciences | MSCC |
| Five College Certificate in Cognitive Neuroscience | CNC |
| Five College Certificate in Culture, Health and Science | CHS |
| Five College Certificate in Ethnomusicology | ETM |
| Five College Film Studies Major | FLS |
| Five College Certificate in International Relations | IRC |
| Five College Certificate in Latin American Studies | LAC |
| Five College Certificate in Logic | LOGC |
| Five College Certificate in Middle East Studies | MEC |
| Five College Certificate in Native American and Indigenous Studies | NAIS |
| Five College Certificate in Queer, Trans and Sexuality Studies | QSS |
| Five College Certificate in Russian, East European and Eurasian Studies | REES |
| Five College Certificate in Reproductive Health Rights and Justice | RHR |

# 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) |
| 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 "J" after the course number indicates a course offered for credit during Interterm, and a "D" or "Y" indicates a full-year course in which credit is granted after two consecutive semesters. In "D" courses, the final grade assigned upon completion of the second semester is cumulative for the year.

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

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

**Courses with Limited Enrollment**
Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, normally 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.

Colloquia, primarily reading and discussion courses with an enrollment limit of approximately 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 2021–22 |
| *2 | absent fall semester 2022–23 |
| **1 | absent spring semester 2021–22 |
| **2 | absent spring semester 2022–23 |
| †1 | absent academic year 2021–22 |
| †2 | absent academic year 2022–23 |
| §1 | director of a Study Abroad Program, academic year 2021–22 |
| §2 | director of a Study Abroad Program, academic year 2022–23 |

**Meeting Times**
Course meeting times are listed in the Course Search published online 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**

| | |
|---|---|
| AP: | Advanced Placement. |
| (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 once or twice. |
| 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. 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; courses may have multiple designations. |

| | |
|---|---|
| L | Literature |
| H | Historical studies |
| S | Social science |
| N | Natural science |
| M | Mathematics and analytic philosophy |
| A | The arts |
| F | Foreign language |

# African Studies

**Advisers and Members of the African Studies Committee:**
Jeffrey S. Ahlman, Ph.D., Associate Professor of History, Director of African Studies [*1]
Colin Hoag, Ph.D., Assistant Professor of Anthropology [*1]
Caroline M. Melly, Ph.D., Associate Professor of Anthropology
Katwiwa Mule, Ph.D., Associate Professor of Comparative Literature
Anna Mwaba, Ph.D., Assistant Professor of Government
Camille Washington-Ottombre, Associate Professor of Environmental Science and Policy [§1]
Gregory Whayne White, Ph.D., Professor of Government [**1]

## 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: literature and the arts, social science and historical studies.

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

**Arts, 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, literature and humanities.

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.

## Arts, Literature and Humanities

### AFS 113 Themes in African Studies

This one-credit, eight-week course will ask the question of what it means to study Africa. As the world's second largest and most linguistically and culturally diverse continent, Africa is also one of the world's least understood historically, politically, socially, and culturally. This course thus aims to challenge conventional representations of the continent. In doing so, it also aims to introduce students to the broader interdisciplinary and multidisciplinary study of the continent. Fall 2020 Theme: The Politics of Youth. Credits: 1
*Members of the department*
**Normally offered each academic year**

### WLT 100 Introduction to Comparative Literature: The Pleasures of Reading

Topics course. May be repeated once with a different topic.

*Cannibals, Witches and Virgins*
An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's *The Tempest*—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's *A Tempest*, Rachel Ingalls' *Mrs. Caliban*, Lemuel Johnson's *Highlife for Caliban*, Gloria Naylor's *Mama Day* and Michelle Cliff's *Abeng*, we seek to understand how postcolonial, feminist and postmodern rewritings of *The Tempest* transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 205 Contemporary African Literature and Film

A study of the major writers and diverse literary traditions of Africa with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts 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 postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Achebe, Ngũgĩ, Dangarembga, Bâ, Ndebele, and Aidoo. Films: *Tsotsi, Softie,* and *Blood Diamond*. {L} Credits: 4
*Katwiwa Mule*
**Expected to be offered in the next 3 years**

### WLT 240 Childhood in African, Afro-American and Caribbean Literatures

Childhood, intimately tied to social, political and cultural histories, to questions of self and national identity, entails specific crises in Africa and the African diaspora, focused on loss of language, exile and memory. How does the enforced acquisition of colonizer's language affect children as they attempt to master the codes of an alien tongue and culture? How do narratives told from the point of view of children represent and deal with such alienation, and what are the relationships between recollections of childhood and published autobiography? Texts include Camara Laye's *The African Child*, Tahar Ben-Jalloun's *The Sand Child*, Julia Alvarez's *How the Garcia Girls Lost Their Accents* and Toni Morrison's *The Bluest Eye*. Open to students at all levels. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 266 Studies in South African Literature and Film

Topics course.

*Modern South African Literature and Cinema*
A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include

Njabulo Ndebele's *The Cry of Winnie Mandela*, Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko* (*Cry Freedom*), Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life* (*Winnie*) and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers, Zulu/Zulu Dawn* and *Sarafina* as well as transcripts and footage of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 230 Colloquium in French Studies

Topics course. 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 230. Enrollment limited to 18. Basis for the major. Prerequisite: 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 studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### FRN 252 French Cinema

Topics course. An introduction to the study of French and Francophone film. Readings in film criticism. Papers and attendance at weekly screenings required. Course taught in French. Prerequisite: 230, or permission of the instructor. Course may be repeated for credit with a different topic.

*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 non-urban? How does the image of the city shift for "insiders" and "outsiders"? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. {A} {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 262 After Algeria: Revolution, Republic and Race in 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. Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. 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? Prerequisite: 230, or permission of the instructor. {F} {L} {S} Credits: 4
*Jonathan Keith Gosnell*
**Expected to be offered in the next 3 years**

### FRN 380 Topics in French Cultural Studies

Topics course.

*French Travel Writing and Self-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 various 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} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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*, Zoë Wicomb's *You Can't Get Lost in Cape Town,* Ngũgĩ wa Thiongo'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. WI {L} Credits: 4
*Katwiwa Mule*
**Expected to be offered in the next 3 years**

### MUS 220 Topics in World Music

Topics course.

*Master Musicians of Africa I: West Africa*
This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians in the ever continuous process of negotiating the boundaries and identities of African musical practice. Musicians covered this semester include Akan female professional singers in Ghana; Youssou N'Dour (Senegalese musician) and Babatunde Olatunji, the late Nigerian drummer. The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles. {A} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## Historical Studies

### AFS 113 Themes in African Studies

This one-credit, eight-week course will ask the question of what it means to study Africa. As the world's second largest and most linguistically and culturally diverse continent, Africa is also one of the world's least understood historically, politically, socially, and culturally. This course thus aims to challenge conventional representations of the continent. In doing so, it also aims to introduce students to the broader interdisciplinary and multidisciplinary study of the continent. Fall 2020 Theme: The Politics of Youth. Credits: 1
*Members of the department*
**Normally offered each academic year**

### HST 234 (C) Global Africa

This course interrogates how scholars have engaged the "transnational" and "global" in African history. In doing so, the course explores the complex

networks of identities, loyalties, and attachments forged by diverse groups of African peoples in their attempts to live within and transcend the boundaries of the modern nation-state. As a result, over the course of the semester, the class will investigate issues of trade, nationality, citizenship, race, and identity as it queries the many ways in which Africans have shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 235 (L) Independent Africa: A Social and Cultural History

This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 256 (C) Making of Colonial West Africa: Race, Power and Society

This course provides a general, introductory survey of 19th- and early-20th-century West African history, with a particular focus on the contradictions and complexities surrounding the establishment and lived experiences of colonial rule in the region. Key themes in the course include the interactive histories of race, family, religion and gender in the exercise and negotiation of colonial power as well as the resistance to it. This course assumes no prior knowledge or experience with African history. Enrollment limit of 40 students. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 257 (L) Beyond Bondage: African History through the Slave Trade

This course is a general, introductory survey of African history through the end of the slave trade. It provides students with a framework for understanding Africa's early political, social and economic history 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 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
*Members of the department*
**Normally offered in alternate years**

### HST 258 (L) Modern Africa

This course provides an introductory survey of African history under colonial rule and beyond. 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 and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H} {S} Credits: 4
*Jeffrey S. Ahlman*
**Normally offered in alternate years**

### HST 259 (C) Aspects of African History

Topics course.

*Discourses of Development*
This course interrogates and historicizes the problem of "development" in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western "modernities," and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called "underdeveloped world." Enrollment limited to 18. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Femininities, Masculinities and Sexualities in Africa*
This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## Social Studies

### AFS 113 Themes in African Studies

This one-credit, eight-week course will ask the question of what it means to study Africa. As the world's second largest and most linguistically and culturally diverse continent, Africa is also one of the world's least understood historically, politically, socially, and culturally. This course thus aims to challenge conventional representations of the continent. In doing so, it also aims to introduce students to the broader interdisciplinary and multidisciplinary study of the continent. Fall 2020 Theme: The Politics of Youth. Credits: 1
*Members of the department*
**Normally offered each academic year**

### GOV 227 Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa's political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### GOV 233 Problems in Political Development

This course explores the practical meaning of the term "development" and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. {S} Credits: 4

*Bozena C. Welborne*

**Expected to be offered in the next 3 years**

### GOV 257 Colloquium: Refugee Politics

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere "in between." Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the "position" of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and "foreignness." Although special attention is devoted to the Middle East, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S} Credits: 4

*Ulku Zumray Kutlu Tonak*

**Normally offered each fall**

### GOV 347 Seminar in International Politics and Comparative Politics

Topics course.

*Environmental Security*

This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: 241, 242, 244 or 252. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

# Africana Studies

**Professors**
Aaron Kamugisha, Ph.D.
Daphne M. Lamothe, Ph.D., Chair

**Assistant Professor**
Paul Joseph López Oro, Ph.D.
Samuel Ng, Ph.D.
Traci-Ann Wint, Ph.D.

## Mission

The Department of Africana 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 as an assumed concept but as a site of profound social formation that must be considered in relation to gender, class, nation, ethnicity, religion and sexuality. We understand our mandate to be two-fold: to provide a coherent, grounded body of knowledge for our majors and minors as well as to serve the broader academic and co-curricular needs of the college. In all of these endeavors, we emphasize the need for students to develop their analytic capacities.

A student in our department is first a critical thinker, one who learns to ask questions, seek connections, 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 diaspora communities in Europe and elsewhere. In support of this expectation, we encourage students to travel abroad.

## The Major

**Requirements for the Major**

- An Africana Studies major will have experienceStudying closely classic texts or figures or historical periods or movements
- Considering the aesthetic principles undergirding 19th- and 20th-century African American culture
- Engaging texts, movements or events from many disciplinary standpoints
- Considering the impact of gender, class, nation, sexuality on African American culture
- Thinking intellectually about the diaspora
- A major is also strongly encouraged to study abroad as well as to take courses in all seven areas of Latin distribution.

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

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

## The Minor

**Requirements for the Minor**
The minor consists of six 4-credit courses as follows:

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

## Pathways Through the Major

In consultation with their advisers, students will select an area of concentration from among five pathways through the curriculum:

1. History
2. Literature/Cultural Studies
3. Social Science
4. Black Women's Studies
5. Diaspora Studies

**Adviser for Study Abroad:** Daphne Lamothe

## Honors

**Director**: Daphne Lamothe

### AFR 430D Honors Project

Credits: 8
**Normally offered each academic year**

### AFR 431 Honors Project

Credits: 8
**Normally offered each academic year**

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

### AFR 111 Introduction to Black Culture

An introduction to some of the major perspectives, themes, and issues in the field of Africana Studies. Our focus is on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to Black culture. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 117 History of African American People to 1960

An examination of the broad contours of the history of the African American people in the United States from ca. 1600 to 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 United States. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 155 Introduction to Black Women's Studies

This course examines historical, critical and theoretical perspectives on the development of Black feminist theory/praxis. The course draws from the 19th century to the present, but focuses 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 is the analysis of the intersectional relationship between theory and practice, and of race, to gender and class. We conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 170 Survey of African American Literature 1746–1900

Same as ENG 184. 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 and Phillis Wheatley. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 175 African American Literature 1900 to the Present

Same as ENG 236. A survey of the evolution of African American literature during the 20th century. This class builds on the foundations established in AFR 170, Survey of Africana Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 201 Methods of Inquiry in Africana Studies

This course is designed to introduce students to the methods of inquiry used for research in Africana Studies. Through intensive study of a single topic—e.g. past examples have included Toni Morrison's *Beloved*, the American South, the African Diaspora, The Black Seventies, Soul and Post-Soul—students will consider the formation of the field, engage canonical texts, attend lectures and learn from scholars whose work is based in disciplines such as history, literature, cultural studies and the social sciences. The focus throughout will be on the challenges and opportunities made possible by doing multi- and interdisciplinary research: how and why scholars in each discipline ask and approach research questions, how they put various methods in conversation with each other, etc. Students will also have an opportunity to develop their own research project. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 202 Topics in Africana Studies

Topics course.

*Anthropology and the African Diaspora*

The African continent's place as the cradle of humanity has made it central to Anthropology however, Anthropology's imperial origins have long put it at odds with the people of the African Diaspora. This course examines the complexities of the relationship between Anthropology and the African Diaspora. We begin with an exploration of the African Diaspora as space, place, and identity. We then critically examine Anthropology's history and explore the discipline's core theories and thinkers. Finally, we turn to broadening our thinking of the discipline's canon and look to the future, examining key ethnographies of and from the African diaspora. Enrollment limit of 50. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### Caribbean Political Thought and the Quest for Freedom

How have the Caribbean's history and geography shaped the political claims of its thinkers in the quest for freedom from domination? This course tracks their contribution to issues fundamental to societal formation in the Caribbean, expressed in the aspiration for national independence and self-determination. The ideas of revolutionaries and intellectuals are counterposed with manifestos, constitutional excerpts, speeches and modes of creative expression to provide a survey of the range of political options, challenges, and the immense choices that have faced the region's people over the last 500 years. Enrollment limit of 40. {H} {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 203 The Black Archive

Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limit of 20. {H} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 212 Family Matters: Representations, Policy and the Black Family

In this course we examine contemporary African American families from both a sociocultural and socioeconomic perspective. We explore the issues facing African American families as a consequence of the intersecting of race, class and gender categories of America. The aim of this course is to broaden the student's knowledge of the internal dynamics and diversity of African American family life and to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of African American families. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 243 Black Activist Autobiography

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

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 245 The Harlem Renaissance

Same as ENG 282. A study of one of the first cohesive cultural movements in African American history. This class focuses on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 249 Black Women Writers

How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 254 Race and Identity in the Global City

This course explores black identity as one that is rooted in the politics of space and place. Using the anthropological study of the African diaspora, we investigate the development of "race" as a category and the construction of political and cultural migrating identities. Scholarly texts are accompanied by ethnography, film, guest lectures and music. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change

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

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 333 Writing Blackness: A Calderwood Seminar in Writing for the Public Sphere

Because writing is deeply bound to modernity's race-making project, scholars have thought deeply about "writing blackness" in the public sphere. They have asked: what is the proper form of address if the goal is to persuade? Who is the imagined audience? What is gained when we write about race for the public sphere? And what is lost? Students engage these questions by reading Black writers' meditations on writing; and writing about debates, texts, and events related to ideological, historical or embodied blackness. Classes will be conducted as a workshop devoted to peer review, analysis, and critique of public facing writing. Enrollment limited to 12. {L} {H} WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 319 The Black Radical Tradition

What is the nature of the Black radical imagination? This course on the Black Radical Tradition draws on the thought and marronage emblematic of the Black experience of New World coloniality, through speech acts, poetry, essays, historical studies and cultural criticism, students will immerse themselves in an intensive examination of the meaning of Blackness at the beginning of the third decade of an unsettled century. Enrollment limited to 12. {L}{H}{S} Credits: 4

*Aaron Kamugisha*

**Expected to be offered every year**

### AFR 360 Seminar: Toni Morrison

Same as ENG 323. 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

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 366 Seminar: Contemporary Topics in Africana Studies

Topics course.

*Exile, Uprooting and Transplantation: Literatures of the African Diaspora*

Same as ENG 316. 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 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 Afro American Studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Blackness, Being and Becoming*

This class uses canonical literature, as well as cultural productions and critical theory, in order to explore blackness as a modern racial formation (i.e. an idea with material consequences) and an identity. Beginning with the 19th century slave narrative tradition, and moving through the 20th and 21st centuries, we will explore how African Americans use written, sonic and visual languages to resist Eurocentric projections of otherness onto black bodies. Using theoretical frames--such as fugitive and unmoored subjectivity, demonic grounds, and the black interior--students will critically engage representational works that mediate on "blackness" not only in terms of nonbeing, but also in terms of becoming. In other words, we will treat the black imagination as a critical site of inquiry because of its construction of racialized subjectivity as varied, complex, and evolving. Examples from sonic and visual culture will be drawn from multiple sources. Readings may include Douglass, Jacobs, Hurston, Morrison and Whitehead, among others. {H} {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Anthropology of Blackness in the Americas*

In this course we investigate and build a critical working vocabulary about 20th-century black migrant communities. Central to our work is exploring the tension between how these communities have been defined (via notions of pathology, disease and death) and how they have defined themselves through their spatial and environmental practices around belonging, collectivity and place. These are queer or non-normative modes of urbanism, and they challenge dominant idioms of territoriality. We glean these practices by interrogating planner documents; reading critically anti-racist texts; and analyzing music, poetry and vernacular architectural practices. {H} {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Race, Sex & Tourism*

Tourism is often lauded as the key to economic development for many countries. However, scholarly work has shown that historical relationships to imperialism and colonialism impact how people and places experience tourism. This course introduces students to debates, methods and conceptual frameworks in the study of race, sex, and tourism. Through a review of scholarly texts, tourism paraphernalia, films, and travelogues we examine the social, political, and ethical considerations inherent in multiple forms of tourism including eco-tourism; wellness or health; sun-sand-sea, heritage, dark, and voluntourism in locales ranging from the Caribbean and the Americas to Africa and Europe. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### AFR 367 The Politics of Grief
What role has grief played in the black freedom struggle? How have conceptions of race and gender been articulated, expanded, and politicized through public performances of collective mourning? This seminar explores the ways in which post-emancipation black politics developed through efforts, often led by women, to not only challenge but to also embody and inhabit trauma. We will consider a range of theoretical texts alongside historical documents from the late nineteenth century to today. Enrollment limited to 12. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 400 Special Studies
By permission of the department, for junior and senior majors. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### AFR 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered each academic year**

### AFR 431 Honors Project
Credits: 8
*Members of the department*
**Normally offered each academic year**

# Cross-Listed Courses

### ANT 229 Africa and the Environment
In Western discourses, African environments are defined by violence, famine, and degradation—symptoms of African cultures that resist Western values such as private property, democracy, and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science, and more. Topics covered include gender, race, land grabbing, indigenous knowledge, the commons, the "cattle complex," desertification, oil, dams, and nationalism. {H} {N} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 348 Seminar: Topics in Development Anthropology
Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

### BIO 100 Human Origins: Disentangling the Myths and Facts that Surround the Evolution of Our Species
This course focuses on the origin and diversification of our species (Homo sapiens), with a focus on African origins and genetic diversity among extant populations. Using principles from evolution, topics covered include: 1) the relationship of humans to other primates; 2) the timing and location of the origin of modern humans; 3) the geographic history of humans, and the structure of contemporary human diversity; and 4) implications of human genetics/genomics for healthcare/medicine. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### DAN 142 Dance Forms of the African Diaspora (West African Dance)
This studio course offers technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is contextualized socially, culturally, and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Topics course. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 146 Hip Hop Dance
Hip hop is a popular form of Afro-diasporic cultural production and, for many, a lifestyle. In this studio course for beginner dancers, student learn movements from the poppin', lockin', house and breakin' dance techniques. This study of movement vocabulary is contextualized in analyses of hip hop's history, culture and current trends. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 242 Dance Forms of the African Diaspora Intermediate
This studio course offers intermediate level technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is contextualized socially, culturally and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 246 Intermediate Hip Hop
Journey through time and experience in your own body the evolution of hip hop from its social dance roots to the contemporary phenomenon of commercial choreography that hip hop has become. Using film and text in addition to studio work, this class creates a framework from which to understand and participate in the global culture of hip hop dance. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### ECO 222 Economics of Race, Policy, and Mass Incarceration
The United States has the world's highest incarceration rate at more than five times the global median. Our country is regrettably distinguished by significant racial-ethnic and gender disparities in its carceral population. This course uses the tools of economic analysis to address three main questions: First, how did we get here, that is, how did the United States become the world's leader in incarceration? Second, what are the economic implications and collateral consequences of racialized mass incarceration? Finally, what can we do about it, that is, can we use economic tools to examine the efficacy of criminal justice reform? Prerequisite: ECO 150. {S} Credits: 4
*Terry-Ann Craigie*
**Normally offered each academic year**

### ECO 311 Seminar: Topics in Economic Development

Topics course.

*The Political Economy of Development in Africa*

Since postcolonial 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

*Members of the department*

**Normally offered in alternate years**

### ENG 222 Spirometers, Speculums and the Scales of Justice: Medicine and Law in 19th-Century African Diasporic Literature

During a time of rapid professionalization, medicine and law profoundly influenced New World ideas about what it means to be a human, a person, and a citizen, and how such definitions determined the rights of people of African descent. This course surveys 19th-century African diasporic authors' and orators' engagements with medical and legal theories on issues of slavery, emigration, crime and revolution. Supplementing our readings of slave literature, crime narratives, emigration writings, poetry and fiction, we study contemporary and current theories of race and racial science, the human, non-human, and post-human, environmentalism, colonization, pain, disability, gender, sexuality and legal personhood. Our literary travels take us from colonial West Indies, Jamaica, and the antebellum U.S. to colonial Canada, Cuba and the Bahamas. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 241 The Empire Writes Back: Postcolonial Literature

Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers' ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories, and address dominant notions of race, class, gender, and sexuality; women writers' distinctiveness and modes of contesting patriarchal and colonial ideologies; global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid, among others. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 309 Seminar: Black Prison Intellectuals

Interrogating theories of intellectualism, among them Antonio Gramsci's notion of traditional and organic intellectuals, and distinctions between categories of criminal and enemy, this course traces the role of black prison writings in the development of American political and legal theory. From 18th-century black captivity narratives and gallows literature through to the work of 20th- and 21st-century thinkers like Malcolm X, Eldridge Cleaver and Angela Davis, this course asks how the incarcerated black intellectual has informed and challenged ideas about nationalism, community and self-formation from the early republic to the present {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FRN 230 Colloquium in French Studies

Topics course.

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 230. Enrollment limited to 18. Basis for the major. Prerequisite: 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 studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4

*Members of the department*

**Normally offered each academic year**

### FRN 290 The Colonial City: Global Perspectives

Same as ARH 258. This class examines the architectural history of French colonialism from a global historical perspective. French colonialism marked the longest episode of French interaction with the non-European world. This class encourages a broader understanding of its architectural impact through approaching the buildings, towns and cities that emerged during French imperialism. We engage colonial iterations of "high style," or official, governmental architecture, in addition to examining vernacular forms engendered because of the blending of building traditions. We consider sites in Africa, North America, the Caribbean, Asia and the Indian Ocean. We think through the social and economic factors that caused architectural and urban typologies to display marked continuities despite geographical distinctions. (E) {A} {H} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FRN 365 Francophone Literature and Culture

Topics course.

*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 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

*Members of the department*

**Expected to be offered in the next 3 years**

*Literature of the French Caribbean*

An exploration of the poetics, theory and politics of Caribbean writing from the Négritude movement through the elaboration of the notions of Antillanité and Créolité. Works by such authors as Aimé Césaire, Edouard Glissant, Maryse Condé, Joseph Zobel, Patrick Chamoiseau, Gisèle Pineau. {F} {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Food, Hunger, Memory: Literature of the Caribbean*

Food and its absence are persistent themes in Caribbean literature. Cooking and culinary practices serve as a means of preserving cultural identities, yet can also reinforce colonial visions of the Caribbean as an exoticized space. Hunger figures as an indictment of that colonial history and of contemporary

global inequities. Through studies of folk tales, short stories, poetry and novels, this course offers an introduction to the literature and major theoretical movements of Guadeloupe, Martinique and Haiti, with a focus on how cultural memory is inscribed in metaphors of consumption. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 are: 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. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 year**

### FYS 170 #BlackLivesMatter Everywhere: Ethnographies and Theories of the African Diaspora

This course closely examines political, cultural, intellectual, and spiritual mobilizations for Black Lives on local, global and hemispheric levels. We will engage an array of materials ranging from literature, history, oral histories, folklore, dance, music, popular culture, social media, ethnography, and film/documentaries. By centering the political and intellectual labor of Black women and LGBTQ folks at the forefront of the movements for Black Lives, we unapologetically excavate how #BlackLivesMatterEverywhere has a long and rich genealogy in the African diaspora. Lastly, students will be immersed in Black queer feminist theorizations on diaspora, political movements, and the multiplicities of Blackness. Enrollment limited to 16 first students. WI {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 182 Fighting the Power: Black Protest and Politics Since 1970

This seminar examines the various forms of black "politics," broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-year students. (E) WI {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 227 Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa's political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### HST 235 (L) Independent Africa: A Social and Cultural History

This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 256 (L) Making of Colonial West Africa: Race, Power and Society

This course provides a general, introductory survey of 19th- and early-20th-century West African history, with a particular focus on the contradictions and complexities surrounding the establishment and lived experiences of colonial rule in the region. Key themes in the course include the interactive histories of race, family, religion and gender in the exercise and negotiation of colonial power as well as the resistance to it. This course assumes no prior knowledge or experience with African history. Enrollment limit of 40 students. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 258 (L) Modern Africa

This course provides an introductory survey of African history under colonial rule and beyond. 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 and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 259 (C) Aspects of African History

Topics course.

*Discourses of Development*
This course interrogates and historicizes the problem of "development" in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western "modernities," and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called "underdeveloped world." Enrollment limited to 18. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*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
*Members of the department*
**Expected to be offered in the next 3 years**

*Femininities, Masculinities and Sexualities in Africa*
This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with 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
*Members of the department*
**Normally offered each academic year**

### HST 266 (L) Emancipation and the Afterlife of Slavery

Examines the longevity of the U.S. Civil War in historical memory, as a pivotal period in the development of American racism and African American activism. Explores cutting-edge histories, primary source materials, documentaries, popular films, and visual and political culture. Explores the Civil War as a mass slave insurrection and studies the myriad meanings of Emancipation. Looks at the impact of slavery on race and racism on the twentieth and twenty-first centuries. {H} Credits: 4
*Members of the department*
**Normally offered each academic year**

### HST 270 (C) Aspects of American History

Topics course.

*Race in the Atlantic World*
Historical debates surrounding racial identities, 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. This course will also consider the experiences of other forced laborers in the Atlantic World, including indigenous Americans and Asians. The lives of non-white people as slaves, indentured servants, sailors, rebels, intellectuals and even passengers on the Atlantic. A study of migrations, citizenship, self-directed travel, resistance, organization and writings as they relate to freedom and nationalism movements from the Revolutionary Age through the Age of Emancipation. While the focus is on African-descended people and theorization of the "Black Atlantic," other intellectual continuities are examined. {H} Credits: 4
*Members of the department*

*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, truancy, 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
*Members of the department*
**Normally offered in alternate years**

*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 retentions 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
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 371 Seminar: Problems in 19th-Century United States History

Topics course.

*African American Radicalism*
{H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*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
*Members of the department*
**Normally offered each academic year**

### HST 383 Researching People of Color at Smith

This is an advanced research seminar in which students work closely with archival materials from the Sophia Smith Collection and other archives to explore histories of resistance, collective action and grassroots organizing among domestic workers in the United States, from the mid-18th century to

the present. Domestic work has historically been done by women of color and been among the lowest paid, most vulnerable and exploited forms of labor. Your research will assist the National Domestic Workers Alliance, as they incorporate history into their political education curriculum and use history as an organizing tool in their current campaigns. Recommended: previous course in U.S. women's history and/or relevant coursework in HST, SWG, AFR, SOC, LAS, etc. Permission of the instructor required. Limited to juniors and seniors. {H} Credits: 4
*Jennifer Mary Guglielmo*
**Normally offered each academic year**

### PHI 215 African American Philosophy

This course explores debates about race, racism, moral status and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we also investigate philosophical responses to race issues in America. Enrollment limited to 20. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### PHI 304 Seminar in Applied Ethics

Topics course.

*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 are drawn between different groups affected (Woman, 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
*Members of the department*
**Expected to be offered in the next 3 years**

### PSY 263 Psychology of the Black Experience

The purpose of this course is to educate, sensitize, and stimulate thinking about varied psychological issues affecting African Americans. A major emphasis will be to provide foundational frameworks, models, and concepts for understanding African American psychology in a context that includes an historical analysis of African American adaptation to American society. Prerequisites: PSY 100, SDS 201 (or PSY 201), or permission of instructor. Enrollment limited to 25. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SOC 214 Sociology of Hispanic Caribbean Communities in the United States

This community-based learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im) migration, settlement patterns, labor market experiences, demographic profiles, identity formations and cultural expressions are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four hours per week to a local community-based organization. Prerequisite: Soc 101. Enrollment limited to 20. Credits: 0–5
*Members of the department*
**Normally offered in alternate years**

### SPN 246 Latin American Literature and Culture

Topics course.
May be repeated with a different topic.
**Normally offered each academic year.**

*Race and Rebellion: Palenques and Cimarrones in the Americas*
Most accounts of the slave trade and antislavery and abolition movements reflect European historical points of view. Few are the original documents by former slaves, but many are the actions and events documented in archives and chronicles regarding revolts. The goal of this class is to search for the voices and actions of the *cimarrones*, the "rebellious subjects" that sought freedom from the moment they were captured. The class explores the cultural phenomena of *cimarronaje* and the many run-away enclaves formed by Africans throughout the Americas. Attention is given to strategies of resistance particularly in Brazil, Cuba and Colombia. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Literary Constructions of Afro-Cuban Identity*
This course explores the Afro-Cuban world in literature, history and culture through the writings of Fernando Ortiz, Lydia Cabrera, Miguel Barnet, Antonio Benítez-Rojo, Nicolás Guillén and Nancy Morejón. Readings in Afro-Cuban religious practice like *Regla de Ochá*, *Regla de Palo* and *Abakuá* are included, as well as examples of Cuban ritual theater in plays by Gerardo Fulleda and Eugenio Hernandez Espinosa. Class discussions and most readings in Spanish. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 252 Spanish Colonialism in Africa

This course examines Spanish colonialism and its aftermath in Morocco and Equatorial Guinea. Topics include the development of Spanish imperialism, the Rif War of resistance (1919-26), the Civil War (1936-39), African immigration, the rise of Spanish right-wing populism, and the so-called "War on Terror" in Spain and in the rest of Europe. Enrollment limited to 20. {F}{H}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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, subjunctive 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 Orlandersmith, 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
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 205 Contemporary African Literature and Film

A study of the major writers and diverse literary traditions of Africa with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts 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 postcoloniality? How do women writers reshape our understanding

of gender and the politics of resistance? Writers include Achebe, Ngũgĩ, Dangarembga, Bâ, Ndebele, and Aidoo. Films: *Tsotsi , Softie,* and *Blood Diamond*. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## WLT 266 Studies in South African Literature and Film

Topics course.

*South African Literature and Film Since 1948*
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 non-racial "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 also analyze films such as *Cry the Beloved Country, Sarafina!, Tsotsi, Cry Freedom* and *South Africa Belongs to Us*. (E) {L} Credits: 4
*Members of the department*

*Modern South African Literature and Cinema*
A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele's *The Cry of Winnie Mandela*, Alan Paton's *Cry the Beloved Country*, André Brink's *A Dry White Season*, Mahamo's *The Last Grave at Dimbaza*, John Wood's *Biko* (*Cry Freedom*), Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life* (*Winnie*) and Athol Fugard's *Tsotsi*. We also study film classics such as *The Voortrekkers, Zulu/Zulu Dawn* and *Sarafina* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Saviors, Saints and Traitors: The Private and Public Lives of Nelson and Winnie Mandela in Literature and Film*
The private and public lives of Winnie and Nelson Mandela as icons in the struggle against apartheid transformed them into symbols of the dreams and aspirations of an entire nation. Adored as the beloved father/mother of a nation, they were /are revered and reviled, loved and hated, adored and vilified, in equal measure. This course looks at the enduring, shifting, and often contradictory (self)representations of the Mandelas in memoirs (auto) biographies, films and documentaries. We focus on how their lives became emblematic of the black South African experience during the aprtheid and post-apartheid years and the ways in which gender complicated the legacies of both. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel

A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We consider how such writers as Ngũgĩ wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# American Studies

Floyd D. Cheung, Ph.D., Professor of English Language and Literature
Rosetta Cohen, Ed.D., Myra M. Sampson Professor of Education and Child Study
Steve Waksman, Ph.D., Professor of Music
Christen Mucher, Ph.D., Assistant Professor of American Studies, Director of the Smithsonian Program
Kevin L. Rozario, Ph.D., Associate Professor of American Studies, Director
Sarah Anne Gordon, Ph.D., Lecturer
Barbara A. Mathews, Ph.D., Lecturer
Evangeline Heiliger, Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: American Studies

### Joan Leiman Jacobson Visiting Non-Fiction Writer

Susan C. Faludi
Russel Rymer

### Research Associates

William T. Lhamon, Ph.D.
Sherry Marker, M.A.

### American Studies Committee

Carrie N. Baker, J.D., Ph.D., Professor of the Study of Women and Gender [*2]
Floyd D. Cheung, Ph.D., Professor of English Language and Literature [†2]
Rosetta Cohen, Ed.D., Myra M. Sampson Professor of Education and Child Study
Michael E. Gorra, Ph.D., Professor of English Language and Literature [**2]
Evangeline Heiliger, Mellon Visiting Assistant Professor of Public Discourse in the Disciplines: American Studies
Alexandra Linden Miller Keller, Ph.D., Professor of Film and Media Studies
Richard H. Millington, Ph.D., Professor of English Language and Literature [**2]
Michael T. Thurston, Ph.D., Professor of English Language and Literature [†1, †2]
Steve Waksman, Ph.D., Sylvia Dlugasch Bauman Professor of American Studies and Professor of Music [†1]
Daphne M. Lamothe, Ph.D., Associate Professor of Afro-American Studies
Kevin L. Rozario, Ph.D., Associate Professor of American Studies
Andrea Stephanie Stone, Ph.D., Associate Professor of English [**2]
Frazer D. Ward, Ph.D., Associate Professor of Art
Christen Mucher, Ph.D., Assistant Professor of American Studies, Director of the Smithsonian Program [†2]
Jennifer C. Malkowski, Ph.D., Assistant Professor of Film and Media Studies [**1]
Samuel Ng, Assistant Professor of Africana Studies
Walter Lane Hall-Witt, M.A., Interdisciplinary Studies Program, Director

## The Major

**Advisers:** Carrie Baker, Floyd Cheung, Rosetta Cohen, Michael Gorra, Alexandra Keller, Daphne Lamothe, Jennifer Malkowski, Richard Millington, Christen Mucher, Samuel Ng, Kevin Rozario, Andrea Stone, Michael Thurston, Steve Waksman, and Frazer Ward.

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 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, 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:

- 201 and 202.
- Eight courses in the American field: at least four must be focused on a theme defined by the student; at least two must be in the humanities and at least 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.
- 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, preferably in the area of the student's focus.
- 340 or 341.

**Adviser for Study Abroad:** Advisers for the Major

**Honors Director:** Christen Mucher

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

## Courses

### AMS 100 Ideas in American Studies

Topics course. Credits: 1
*Members of the department*
**Normally offered in alternate years**

### AMS 201 Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies. We 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
*Evangeline M. Heiliger, Kevin L. Rozario*
**Normally offered each spring**

### 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. {A} {H} Credits: 4
*Steve Waksman*
**Normally offered each fall**

## AMS 220 Colloquium

Topics course.
**Expected to be offered in the next 3 years.**

*Dance Music Sex Romance: Popular Music, Gender and Sexuality from Rock to Rap*
Since the 1950s rock 'n' roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to "straight" desires over "queer." This course will examine how popular music from the 1950s to the present has been shaped by gender and sexuality, and the extent to which the music and its associated cultural practices have allowed artists and audiences to challenge gender and sexual norms, or alternately have served to reinforce those norms albeit with loud guitars and a heavy beat. Enrollment limited to 20 {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Curating American Memories*
Which histories become part of national memory, and which do not? This course interrogates the intellectual, political and pedagogical bases of literature, museums and public history in the U.S. from the 18th century to today. We devote part of our time to the theoretical readings that will ground our inquiry: texts range from museum studies, anthropology and sociology, to history, literary studies and cultural studies. The other part focuses on specific historical and present-day case studies, such as PT Barnum's American Museum, Wanamaker's Hiawatha Shows, the President's House and the Pop-Up Museum of Queer History. {A} {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

## AMS 225 Corporate Capitalism, Media and Protest in America

The U.S. Constitution recognizes a free press as the lifeblood of democracy with a mandate to inform citizens and hold the powerful accountable. But there is widespread distrust of the media in American society today. This course analyzes the transformation of the press into a corporate enterprise over the past 150 years, and the opposition this has provoked. Examining key developments (the creation of multinational media conglomerates as well as new digital media alternatives) and focusing on case studies such as Occupy Wall Street, Black Lives Matter, and the 2016 Elections, we examine the influence of the media on American political, economic, and cultural life. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## AMS 227 Trade and Theft in Early America

A 17th-century engraving imagines an encounter between two men wearing feathers and holding onto the same string of shells: depending on your perspective, this image looks like a scene of trade or one of theft at knife-point. In understanding moments from the past, representation and perspective shape not just interpretation, but sources themselves. Seeing moments as both trade and theft opens them to tellings and analyses from multiple perspectives, exposing overlooked elements and revealing the ways in which histories are made. This course introduces students to Early American history (c1500–1800) through the themes of trade, theft, representation, and perspective. (E) {H} {L} Credits: 4
*Christen Mucher*
**Expected to be offered in the next 3 years**

## AMS 229 Native New England

In this course we interrogate the space now known as "New England" by learning about it as a land with histories, peoples and life ways that predate and exceed the former English colonies and current United States. We devote our semester to studying the cultural distinctiveness of the Native peoples of New England—for example, the Mohawk, Mohegan, Abenaki, Wampanoag and Schaghticoke peoples—and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the area for centuries. We explore histories of the pre- and post- "contact" period through the perspectives of various Native communities, and discuss the legacies of these histories for Native New England today. {H} {L} {S} Credits: 4
*Christen Mucher*
**Normally offered in alternate years**

## AMS 230 Colloquium: The Asian/Pacific/American Experience

Topics course. This course is open to anyone particularly interested in learning about Asian/Pacific/American (A/P/A) history. The objective of the course is two-fold. The first is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asian/Pacific region. The second is to introduce them to the various themes as well as methodological and theoretical frameworks used by scholars in the field of A/P/A Studies in order to encourage them to either work toward a Five College A/P/A Studies Certificate or pursue further studies in the field.

*Narratives of Internment*
During World War II, over 120,000 Japanese and Japanese American residents and citizens of the United States and Canada were forcibly removed from their homes and incarcerated in government-run facilities that were euphemistically called internment camps and relocation centers. Since the 1940s, historians, novelists, poets, filmmakers, visual artists, psychologists and many others have narrated the experience of incarcerees. These narratives seek not only to tell stories, but also to investigate the ironies, contradictions, and paradoxes that led to incarceration, oversaw its execution, and continue to linger. This course will engage meditatively and critically with selected narratives of internment - truly, incarceration - such as novels by Julie Otsuka, poetry by Mitsuye Yamada and Lee Ann Roripaugh, art by Munio Makuuchi and Miné Okubo, photographs by Ansel Adams, films by the U.S. Office of War Information and Cynthia Fujikawa, psychological studies by Donna Nagata, and histories by Michi Weglyn and Roger Daniels. Enrollment limited to 25. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## AMS 232 American Conservatism in the Age of Trump

This course surveys the recent history of political conservatism in the United States, with an emphasis on the present moment. Topics include the various ideological strains that inform American conservatism (traditionalism, Christian evangelicalism, neoliberalism, neoconservatism, reform conservatism, Alt-Right); affective styles and strategies that animate conservative politics; institutional networks that support conservative coalition-building and the propagation of conservative ideas (media, think tanks, PACs); the "tribal" polarization of the American political parties around issues such as race, gender, sexuality, climate change, and gun control. We will seek especially to analyze and interpret the election of Donald Trump as the nation's 45th president. Enrollment limit of 25. (E) {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## AMS 235 American Popular Culture

This course offers 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 a variety of pop culture sources, from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire, and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 25. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### AMS 236 Difference and the Digital Media

In this course, we will examine the ways that "difference"—race, gender, sexuality, disability, and class—is produced and reproduced in an era of digital media. Some questions to guide our inquiry include: How do digital technologies and digital media contribute to the intersectional production of gender, sexuality, disability, and race, particularly as these categories overlap with converged media, consumption, capital, labor, citizenship, participation, and surveillance? How are concepts of difference embodied in technology? In addition, we will trace how people use technology to resist and challenge racial, gender, and sexual norms. Enrollment limit of 20. (E) {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AMS 240 Introduction to Disability Studies

This course serves as an introductory exploration of the field of disability studies. It asks: how do we define disability? Who is disabled? And what resources do we need to properly study disability? Together, students investigate: trends in disability activism, histories of medicine and science, conceptions of "normal" embodiment, the utility of terms like "crip" or "disabled" and the representation of disability in culture. Enrollment limit of 20. (E) {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AMS 238 Only Joking: Race, Gender and Comedy in American Culture

Comedy has been a primary site for enacting and contesting citizenship in the United States. This course presents a history of comedy from the 19th century to the present to analyze the role of humor in shaping racial and gender stereotypes, as well as expressions of solidarity, resistance, and joy among marginalized groups. Case studies include blackface minstrelsy, screwball movies, stand-up comedy, sit-coms, satirical news shows, memes, Internet trolls, and cancel culture debates. The course applies cultural studies, affect theory, media studies, feminist studies, and critical race studies to analyze the social, political, emotional and psychological effects of comedy. Enrollment level of 40. {A}{H}{S} Credits: 4
*Kevin Rozario*
**Expected to be offered in the next 3 years**

### AMS 241 Disability in Popular Culture

From butt-kicking warriors like Imperator Furiosa, to state leaders like New York governor David Paterson and former president FDR, to ultra-glamorous models like Jillian Mercado and Nyle DiMarco, images of and persons with disabilities have shaped the discourse of American popular culture. Though popular literary genres have long framed disability as tragic or pitiable, disabled writers have successfully appropriated popular, commercial styles to leverage critiques against dominant conceptions of disability. The purpose of this course is to investigate what arguments these popular texts make, whether implicitly or explicitly, about disability. Enrollment limit of 20. (E) {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AMS 245 Feminist and Indigenous Science Studies

In this course, we will consider such questions as: What do we know and how do we know it? What knowledges count as "science"? How is knowledge culturally situated? How has "science" been central to colonialism and capitalism and what would it mean to decolonize science(s)? Is feminist science possible? We will look at key sites and situations—in media and popular culture, in science writing, in sociological accounts of science, in creation stories and traditional knowledges—in which knowledge around the categories of race, gender, sex, sexuality, sovereignty, and dis/ability are produced, contested and made meaningful. (E) Credits: 4
*Evangeline M. Heiliger, Christen Mucher*
**Expected to be offered in the next 3 years**

### 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 by tribe, technology, or text, rather than chronology, allowing us to deepen our knowledge about the peoples and histories concerned each week. In addition, we 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} {L} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

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

This seminar examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, we explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Admission by permission of the instructor. {A} {H} Credits: 4
*Barbara A. Mathews*
**Normally offered each spring**

### AMS 340 Symposium in American Studies

Topics course. Limited to senior majors

*Culture and Catastrophe*
According to a growing number of social theorists and scientists, the critical task of our time is to grasp the environmental conditions, economic systems, technological developments, and political ideologies that have set us on a path to converging and compounding catastrophes: climate change, resource exhaustion, inequality, social fragmentation, and political repression. This course begins by examining how these conditions have shaped American culture, and asks why news broadcasts, the entertainment industry, and social media so often respond to crises with distraction, diversion, disinformation, fear-mongering, and scapegoating. We explore the efforts of artists and activists to devise expressive forms (in visual arts, fiction, poetry, essays, movies, music) to constructively confront social and environmental hazards. {H} {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### AMS 341 Symposium in American Studies

Topics course. Limited to senior majors.

*Performing Deviant Bodies*

This course examines how individuals whose bodies deviate from privileged norms in U.S. culture—whether because of race, gender, sexuality or disability—put their bodies on display. We define non-normative embodiment broadly; though, since embodied differences are very often linked to disability in some way, this course heavily discusses embodiment through different conceptions of disablement, health, illness or fitness. We investigate how and why disabled or chronically ill authors so frequently engage theatrical genres, and we look at how their texts function both artistically and politically. The overarching questions that guide our discussions of the course are: How does one move through the world in a body marked as non-normal? How does one perform non-normative embodiment in daily life, or in more traditional performance genres like drama or film? {H} Credits: 4

*Members of the department*

**Normally offered each spring**

### AMS 351 Seminar: Writing About American Society

Topics course. Same as ENG 384. A writing sample and permission of the instructor are required. Enrollment limited to 12.

This is a workshop class where students learn the art of reporting and crafting longform creative nonfiction by writing about the mysteries and perplexities of family—our own and others, the ones we're born into and the ones we observe. Students probe crisis and change within the family story--along with dynamics of gender, sexuality, race, and power—by composing a series of creative nonfiction pieces that explore familial relations at ground level: an observational essay, a profile, and a longer narrative that grapples with a family drama, whether that's a mother-daughter struggle, a buried secret, or a forgotten history. Students read family stories by virtuosos of the form—among them, Vivian Gornick, Jeanette Winterson, Audre Lorde, Maxine Hong Kingston, J.R. Ackerley—and master the fundaments of interviewing, structure, voice, style, and ethics. Permission Required/Registration by Waitlist. During Add/Drop, Waiver Required. {A}{L}{S} Credits: 4

***Susan C. Faludi***

*The Grind and the Glory: Writing about Work*

In 1972, the journalist Studs Terkel published *Working*, a tome of oral histories documenting what people did all day and how they felt about it. The book was, in part, "about a search ... for daily meaning as well as daily bread." This is a writing workshop where students will actively question the way we work and how we define labor, both seen and unseen. We will also consider the meaning of work today, amid a pandemic that has divided American society into "essential" and "nonessential" people. Using the journalist's tools — interviewing, reporting, writing, editing, and revising — students will capture the voices and vicissitudes of fortune of the workers among us as we dream, scheme, and struggle to hold on.

*Writing Women*

Women have historically exerted their voice and power through writing, even as the professional writing trades of journalism and publishing have historically been unwelcoming of their presence. This class examines reporting and writing by and about women, and engages students in the practice of writing about gender, feminism, and women's lives. This is a workshop class where students produce their own research and reported magazine-style writing, while simultaneously inspecting how the media represents women's issues and learning the history of women writers in American journalism. As we examine these works, we grapple with questions of interviewing, structure, ethics, fair representation and more. This critical approach informs the course's workshop component, in which students compose and revise their own stories, receiving feedback from peers as well as the instructor. {A} {L} {S} Credits: 4

*Members of the department*

**Normally offered each academic year**

### AMS 400 Special Studies

Admission by permission of the instructor and the program director. Credits: 1–4

*Members of the department*

**Normally offered both fall and spring semesters**

### AMS 408D Special Studies

Admission by permission of the instructor and the director. This is a full-year course. Credits: 8

*Members of the department*

**Normally offered both fall and spring semesters**

## Cross-listed and Additional Courses

### ARX 340 Taking the Archives Public

The capstone seminar brings together a cohort of concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The seminar readings focus 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 student completes an independent public history project that draws on primary sources and materials objects from local repositories. Enrollment limited to 15. {H} Credits: 4

*Kelly P. Anderson*

**Normally offered each spring**

### ENG 384 Writing About American Society

Topics course. Same as AMS 351. A writing sample and permission of the instructor are required. Enrollment limited to 12.

*Writing about Women and Gender*

Women have historically exerted their voice and power through writing, even as the professional writing trades of journalism and publishing have historically been unwelcoming of their presence. This class examines reporting and writing by and about women, and engages students in the practice of writing about gender, feminism, and women's lives. This is a workshop class where students produce their own researched and reported magazine-style writing, while simultaneously inspecting how the media represents women's issues and learning the history of women writers in American journalism. As we examine these works, we grapple with questions of interviewing, structure, ethics, fair representation and more. This critical approach also informs the course's workshop component, in which students compose and revise their own stories, receiving feedback from peers as well as the instructor. Permission of the instructor is required. Enrollment limited to 12. {A} {L} {S} Credits: 4

*Members of the department*

**Normally offered each academic year**

# Internship at the Smithsonian Institution

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

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

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

### 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
*Members of the department*
**Normally offered each fall**

### 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 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 make use of the rich resources of the Smithsonian as well as other museums in Washington, D.C. Class discussion is balanced with behind-the-scenes visits/field trips to museums, where we speak with dedicated professionals who are engaged in innovative and often challenging work in the nation's capital. (Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.). {A} {H} Credits: 4
*Members of the department*
**Normally offered each fall**

### AMS 412 Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. {H} {S} Credits: 8
*Members of the department*
**Normally offered each fall**

# Ancient Studies

**Advisers**
J. Patrick Coby, Ph.D., Professor of Government *1
Joel S. Kaminsky, Ph.D., Professor of Religion †1
Barbara A. Kellum, Ph.D., Professor of Art, Director
Susan Levin, Ph.D., Professor of Philosophy
Richard Lim, Ph.D., Professor of History

The minor in ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-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 212 Ancient Cities and Sanctuaries
{A} {H} *Barbara A. Kellum*
Expected to be offered in the next 3 years

#### CLS 150 Roots: Greek and Latin Elements in English
{L} *Members of the department*
Normally offered in alternate years

#### WLT 202 Western Classics in Translation, from Homer to Dante
WI {L} *Nancy J. Shumate*
Normally offered each fall

#### FYS 123 Horse-Lords of the Ancient Steppes: The Indo-European Diaspora
WI {H} {L} *Craig R. Davis*
Expected to be offered in the next 3 years

#### GOV 265 Reacting to the Past: America's Founding
{S} *J. Patrick Coby*
Normally offered each fall

#### HST 201 (L) The Silk Road and Premodern Eurasia
{H} *Richard Lim*
Normally offered each spring

#### HST 202 (L) Ancient Greece
{H} *Richard Lim*
Normally offered each fall

#### HST 203 (L) Alexander the Great and the Hellenistic World
{H} *Members of the department*
Normally offered each spring

#### HST 204 (L) The Roman Republic
{H} *Members of the department*
Normally offered in alternate years

#### HST 205 (L) The Roman Empire
{H} *Members of the department*
Normally offered each spring

#### HST 206 (C) Aspects of Ancient History

*Diseases, Health and Medicine in the Ancient World: An Intellectual and Cultural History*
{H} *Members of the department*
Normally offered in alternate years

#### LAT 212 Introduction to Latin Prose and Poetry
{F} {L} *Members of the department*
Normally offered each fall

#### LAT 214 Introduction to Latin Literature in the Augustan Age
{F} {L} *Thalia A. Pandiri*
Normally offered each spring

#### LAT 330 Advanced Readings in Latin Literature I & II

*Latin Love Poetry*
{F} {L} *Members of the department*
Normally offered each fall

*The World of Nero*
{F} {L} *Members of the department*
Normally offered each spring

#### REL 112 Introduction to the Bible I
{H} {L} *Joel S. Kaminsky*
Normally offered each academic year

#### REL 211 What Is the Good Life? Wisdom from the Bible
{L} *Joel S. Kaminsky*
Expected to be offered in the next 3 years

#### REL 214 Women in the Hebrew Bible
{H} {L} *Members of the department*
Expected to be offered in the next 3 years

#### REL 215 Introduction to the Bible II
{H} {L} *Members of the department*
Expected to be offered in the next 3 years

#### REL 310 Seminar: Hebrew Bible

*Why Do the Innocent Suffer?*
{H} {L} *Members of the department*
Expected to be offered in the next 3 years

## Courses that count toward the minor but are not offered in 2021–22 include:

### ARH 216 The Art and Architecture of the Ancient Roman World
*Members of the department*
Expected to be offered in the next 3 years

### ARH 280 Art Historical Studies

*Swords and S(c)andals: Ancient Rome in Film/Form*
*Members of the department*
Expected to be offered in the next 3 years

### CLS 190 The Trojan War
*Members of the department*
Normally offered in alternate years

### FYS 117 The Bible and the American Public Square
*Members of the department*
Expected to be offered in the next 3 years

### GOV 261 Ancient and Medieval Political Theory
*Members of the department*
Normally offered in alternate years

### LAT 330 Advanced Readings in Latin Literature I & II

*Roman Satire*
*Members of the department*
Normally offered each spring

*Roman Letters*
*Members of the department*
Normally offered each fall

### PHI 124 History of Ancient and Medieval Western Philosophy
*Members of the department*
Normally offered each fall

### REL 213 Social Justice in the Hebrew Bible
*Members of the department*
Expected to be offered in the next 3 years

# Anthropology

**Professors**
Suzanne K. Gottschang, Ph.D., M.P.H., Chair

**Associate Professors**
Fernando Armstrong-Fumero, Ph.D.
Caroline M. Melly, Ph.D.
Elizabeth A. Klarich, Ph.D. *1

**Assistant Professors**
Colin Hoag, Ph.D. *1
Pinky Hota, Ph.D.

**Associated Faculty**
Miranda McCarvel, Ph.D.
Margaret Sarkissian, Ph.D.

## The Major

**Advisers:** Fernando Armstrong-Fumero, Suzanne Gottschang, Colin Hoag, Pinky Hota, Elizabeth Klarich, Caroline Melly

**Advisers for Study Abroad:** Africa: Colin Hoag and Caroline Melly; East Asia: Suzanne Gottschang; Latin America: 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 Research Methods in Anthropology (200), preferably taken in the sophomore year, and a Smith anthropology seminar. Three additional courses for the major may be in anthropology or in fields linked to the student's anthropological interests, such as language, math or science with approval of adviser. Students must demonstrate competency in a foreign language equivalent to four semesters of college-level courses. A maximum of two language courses may count toward the three additional courses for the major. Students who wish to focus their major in biological anthropology may replace the language requirement with two courses in mathematics (M) 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 should 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 anthropology or additional courses in archaeology may take advantage of the excellent resources in the Five Colleges.

## Honors

**Director:** Suzanne Gottschang

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

This course explores the similarities and differences in the cultural patterning of human experience, compares economic, political, religious and family structures in Africa, the Americas, Asia and Oceania and analyzes 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. {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ANT 135 Introduction to Archaeology

Same as ARC 135. This course studies past cultures and societies through their material remains and explores 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. This course is 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
*Members of the department*
**Normally offered each academic year**

### ANT 200 Research Methods in Anthropology

This course introduces students to the variety of methods of inquiry used for research in anthropology. Throughout the semester, students are introduced to methods of locating and analyzing information and sources, developing research questions and writing. Normally taken in the spring of the sophomore or junior year. Prerequisite: 130 and permission of the instructor. Enrollment limited to 20 anthropology majors. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### ANT 221 Thinking from Things: Method, Theory, and Practice in Archaeology

This course focuses on how archaeologists study "things" (objects, activity areas, buildings, and cultural landscapes) to gain insights into past human behavior. We explore the theoretical foundations of archaeological research, methods used to analyze and interpret material culture, and the ethical and legal considerations of practicing archaeology in the United States and abroad. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development, and community engagement. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 223 In Sickness and in Health: Biopolitics, Public Health, and Medicine in East Asia

Same as EAS 223. What happens when states focus on their citizen's potential productivity and discipline to serve the interests of the nation? Biopolitics or the regulation and optimization of populations relies on biomedicine, science, statistics, laws, and policies to ensure the health and future of the

nation. Using an anthropological lens the course examines how trajectories of East Asian history, politics, and science intersect with health in our globally connected futures. From SARS, AIDS, and Avian Flu, the dynamics of public health and medicine in East Asia offer an opportunity to develop insights into the relations between states, populations, and citizens. (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis

Same as ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes "the human" is far from straightforward. This course examines the changing ways that "Anthropos" is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism, and the Anthropocene concept. Enrollment limit of 30. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 on the types of archaeological data and analytical methods used to understand the "agricultural revolution." Case studies from both centers and non-centers of domestication are 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. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 229 Africa and the Environment

In Western discourses, African environments are defined by violence, famine, and degradation—symptoms of African cultures that resist Western values such as private property, democracy, and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science, and more. Topics covered include gender, race, land grabbing, indigenous knowledge, the commons, the "cattle complex," desertification, oil, dams, and nationalism. {H} {N} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 postmodern 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: 130 or permission of the instructor. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 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 are 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
*Members of the department*
**Normally offered in alternate years**

### ANT 237 Monuments, Materials, and Models: The Archaeology of South America

This course offers an overview of the archaeology of South America, from the earliest traces of human occupation over 10,000 years ago to the material culture of the present. We focus on how archaeologists use data collected during settlement surveys, site excavations, and artifact analysis to reconstruct households and foodways, social and political organization, and ritual and identity over the millennia. Topics also include the relevance of the past in contemporary indigenous rights movements, heritage management strategies, and nationalist projects. {N} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 238 Anthropology of the Body

Anthropology vitally understands bodies as socially meaningful, and as sites for the inculcation of ethical and political identities through processes of embodiment, which break down divides between body as natural and body as socially constituted. In this class, we engage these anthropological understandings to read how bodies are invoked, disciplined and reshaped in prisons and classrooms, market economies and multicultural democracies, religious and ethical movements, and the performance of gender and sexuality, disease and disability. Through these accounts of the body as an object of social analysis and as a vehicle for politics, we learn fundamental social theoretical and anthropological tenets about the embodiment of power, contemporary politics as forms of "biopolitics," and the deconstruction of the normative body. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 248 Medical Anthropology

This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer, the anthropological contribution to international health care and the training of physicians in the United States. Enrollment limited to 30. {N} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 249 Visual Anthropology

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We consider the historical (particularly colonial)

legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention is paid to issues of representation, authority, authenticity, and circulation of visual materials. Enrollment limited to 30. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 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
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 251 Women and Modernity in China and Vietnam

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
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 257 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 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
*Members of the department*
**Normally offered in alternate years**

### ANT 258 Performing Culture

Same as MUS 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. {A} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 267 Contemporary 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
*Members of the department*
**Normally offered each academic year**

### ANT 269 Indigenous Cultures and the State in Mesoamerica

This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we 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 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
*Members of the department*
**Normally offered in alternate years**

### ANT 270 Native American Linguistics

North America is linguistically diverse and was home to more than 300 languages prior to the arrival of Europeans; since the arrival of Europeans, over half of these languages have gone extinct. This course examines the languages currently and historically spoken by the indigenous peoples of North America, focusing on linguistic diversity and language endangerment, preservation, and revitalization. We examine early linguistic work by anthropologists; the language families of North America; the typology of Native American languages, including phonology, morphology, and syntax; the impact of colonialism on Native American language and culture; and current documentary and revitalization work. Prerequisite: ANT 200 level or higher. Enrollment limited to 25. (E) {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### ANT 271 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 such topics as historical connections, gender, popular culture, the global economy, development, commodities, health and medicine, global institutions, violence and the body, the postcolonial state, religion, science and knowledge, migration and the diaspora, the Internet, and communications and modernity. Enrollment limited to 30. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 274 The Anthropology of Religion

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

## Seminars

### ANT 300 Ethnographic Design

This course harnesses students' current and previous coursework to address a "real life" ethnographic design problem. Working in conjunction with students enrolled in ANT 200, students will help to design and carry out a qualitative research project led by an anthropology faculty member and will gain insight into anthropology's practical applications. Students are expected to take leadership roles, think creatively and concretely, work well collaboratively, and see projects through to completion. Regular meetings, progress reports, interim and final reports, and presentations are required. Permission of instructor required. Enrollment limit of 10. (E) Credits: 4
*Members of the department*
**Normally offered each spring**

### ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature

Landscapes have long figured as a backdrop for anthropological studies, but recently the landscape has emerged as an object of deeper interest. From abandoned city blocks in Detroit, the shores of Walden Pond, the savannas of Eastern Africa, or the Chernobyl exclusion zone, landscapes are potent social and material phenomena. In this course, we explore theories of landscape from different disciplinary perspectives, and then use them to think through the ways that landscapes present themselves to anthropologists and their subjects. Topics include post-industry, colonial gardens, the US "West," invasive species, environmental racism, time, capitalism, cartography and counter-mapping, and environmental conservation. Enrollment limit 12. {N} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 340 Seminar: Topics in Anthropology

Topics course.

*Ethnographic Writing*
Anthropological writing must convey the life-worlds of people and the textures of ethnographic encounters and fieldwork, and 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 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
*Members of the department*
**Normally offered in alternate years**

### ANT 342 Seminar: Topics in Anthropology

Topics course.

*Biopower, Biopolitics, and Governance*
The obesity epidemic, personalized cancer treatments, and the commercialization of surrogate pregnancy represent manifestations of Foucault's conception of biopower or the regulation of the lives of individuals and populations. While institutions like law, medicine, and public health can make visible state interests in bodies and population, more indirect social processes operate to the same ends. For example, advertising and consumer products indirectly shape norms and ideals convergent with government interests. This seminar explores the workings and limitations of biopower, biopolitics, and governance through case studies drawn from anthropology. Credits: 4
*Members of the department*
**Normally offered in alternate years**

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

### ANT 347 Seminar: Topics in Anthropology

Topics course.

*Prehistory of Food*
This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis is placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 352 Seminar: Topics in Anthropology
Topics course.

*The Anthropology of Multiculturalism*
In the United States, the idea of multiculturalism has come to symbolize the right of communities with distinct cultures to maintain their own ways of living in a diverse national society. Similar politics of difference have developed in other countries in the world. But is multiculturalism the same idea in every national context? How do the different histories of countries in North or South America, Europe, Asia or Africa influence the way that these different national multiculturalisms develop? How do trans-national trends in the politics of culture and diversity get adapted to work in these different contexts? The course will focus on specific historic and ethnographic studies that document the relationship between the culture and history of different national and local communities and trends of contemporary multicultural traditions. A range of readings will introduce general topics which students will apply to specific contexts for their own research. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*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 promoting 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 develops 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
*Members of the department*
**Normally offered in alternate years**

### ANT 353 Seminar: Topics in Anthropology
Topics course.

*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 is global and takes into account both national and transnational identities and practices. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Cannabis as Catalyst*
Once maligned as a dangerous "gateway drug" and as a troubling sign of social decay, cannabis is increasingly regarded as a potent and future-focused remedy for a range of medical and social ills. This course considers this rapid and dramatic cultural, legal, and political transformation and what it has to teach us about much broader social shifts and tensions. Our study of cannabis will be a starting point for thinking about a variety of crucial anthropological topics, including human-plant relations, legality and illegality, race and (in)justice, pharmaceuticals and botanical treatments, kinship and care, science and expertise, and disability activism. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

# General Courses

### ANT 400 Special Studies
By permission of the department, for junior and senior majors. Credits: 2–4
*Members of the department*

### ANT 408D Special Studies
This is a full-year course. Credits: 8
*Members of the department*

### ANT 430D Honors Project
Credits: 8
*Members of the department*

### ANT 432D Honors Project
Credits: 12
*Members of the department*

# Archaeology

**Advisory Committee**

Bosiljka Glumac, Ph.D., Professor of Geosciences
Joel S. Kaminsky, Ph.D., Professor of Religion †1,**2
Barbara A. Kellum, Ph.D., Professor of Art
Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology *1
Richard Lim, Ph.D., Professor of History
Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and of Comparative Literature *1
Rebecca Worsham, Ph.D., Visiting Assistant Professor in Classics, Director
Yanlong Guo, Ph.D., Assistant Professor of Art

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 Introduction to Archaeology
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 (fieldwork), 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 112 Archaeological Geology of Rock Art and Stone Artifacts

Same as GEO 112. What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples or rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes, and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARC 135 Introduction to Archaeology

Same as ANT 135. This course studies past cultures and societies through their material remains. Explores 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. This course is 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 A. Klarich*
**Normally offered each academic year**

### ARC 400 Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. Credits: 2–4
*Members of the department*
**Normally offered each academic year**

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

This course is not taught on the Smith College campus. Same as ANT 216 at Mount Holyoke College and ANT 220 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 learn how archaeologists study a variety of artifact types within museum collections and have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 221 Archaeological Method, Theory and Practice

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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-His-

panic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. {N} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 347 Seminar: Topics in Anthropology

Topics course.

*Prehistory of Food*
This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis is placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ARH 204 Art and Architecture of the Ancient Americas

What is "antiquity" in the Americas? To explore this question, this class focuses upon visual cultures and urban settings from across the Americas. Emphasis rests upon recent research — especially about the Inka, the Aztec, and their ancestors — but we will also study current debates in art history and archaeology. Among the themes we will discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials and the ethics of excavation and museum display. Case studies include architectural complexes, textiles, ceramics and sculpted works from Peru, Mexico, the Caribbean and the U.S. Southwest. Group A, Counts for ARU {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARH 207 Translating New Worlds

This course investigates how New World explorations were translated into visual and material culture. Focusing upon geographies, "anthropologies", material objects, and pictorial and written records, we analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (corn, chocolate, red dye, gold and silver) to published narratives and collections of objects made in the colonial Americas. Case studies are drawn from Canada, Mexico, Peru, the Great Plains of the United States and the Hawai'ian Islands. In addition to initial colonial contacts, we discuss current cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. Group A {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARH 212 Ancient Cities and Sanctuaries

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. We probe how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Group A, Counts for ARU {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

### ARH 216 The Art and Architecture of the Ancient 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 1st century B.C.E. through the 4th 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 A, Counts for ARU {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARH 280 Art Historical Studies

Topics course. Students may take up to four semesters of ARH 280 Art Historical Studies, as long as the topics are different.

*Virtual Ancient Worlds*
Virtual reality now make it possible to fly through the Roman Forum when the empire was at its height, to see the Sanctuary of the Great Gods at Samothrace at night by torchlight as initiates did thousands of years ago and to savor the sculptural treasures of Hadrian's Villa reinstalled in situ. These powerful visualization tools produce compelling seamless worlds, but ones which raise challenging questions of interpretation. By seeking to understand the models and assumptions on which these virtual worlds are based, we delve into contemporary and ancient modes of viewership, identity and spatial experience. Group A, Counts for ARU {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Swords and S(c)andals: Ancient Rome in Film/Form*
Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO's Rome (2005–2007) and Ridley Scott's Gladiator (2000), we'll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical and ideological terms. Their 20th-century counterparts, from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classics like Caligula (1979), will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. Group A, B {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*The Beauty of Beasts in the Ancient Roman World*
From animal fables, to pets, to heroic named beasts who died in the amphitheater, the visual culture of the ancient Roman world was filled with images of animals. Dogs, cats, birds, asses, elephants, lions, tigers, leopards and myriad others appear in contexts from luxury villas to funerary monuments. Utilizing the lens of interdisciplinary animal studies, we explore how the Romans thought with animals representationally in ways which may initially seem familiar but prove to be distinctively different in culturally specific ways. Considering how the human/animal binary works in a past culture has the potential to reveal something about how systems of knowledge and power are structured and maintained. Group A {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARH 285 Great Cities

Topics course.

*Pompeii*
A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th-, and 20th-century art is discussed. No prerequisite. Group A, Counts for ARU {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

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

Who collects ancient art? What makes antiquities worthy of display? This colloquium focuses on contemporary debates in the field of ancient American art history. Among the topics we consider: architectural restoration, the legalities and ethics of collecting, indigenous perspectives on the display and interpretation of antiquities, and technologies for representing the past. The course consists of wide-ranging weekly readings and discussion, giving special attention to the intersection of art history and museum exhibitions. Prerequisite: one 200-level course in art history, archaeology, museum studies or the culture/history of Latin America. Not open to first year students. Enrollment limited to 18. Group A {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARH 315 Studies in Roman Art

Topics course.

*At Home in Pompeii*
The houses of ancient Pompeii—with their juxtapositions of wall paintings, gardens and objects of display—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. Counts for ARU. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### CLS 217 Greek Art and Archaeology

Same as ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100–168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (**E**) {A} {H} Credits: 4
*Rebecca Worsham*
**Normally offered in alternate years**

### CLS 237 Artifacts of Daily Life in the Ancient Mediterranean

This course uses the artifacts of the Van Buren Antiquities Collection as a starting point for investigating the daily life of the Greek and Roman worlds. In particular, students will select and research an object or objects for which to develop an "object biography," through which the people who produced, used, and re-used these objects might be accessed. Additional attention is given to the place of objects in archaeological practice and narratives. (**E**) {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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*
**Normally offered each fall**

### GRK 213 Advanced Intermediate Greek

An introduction to different genres of prose and poetry from the Classical Period, with attention to linguistic differences over time and region. Readings will be chosen from works such as Herodotus' *History of the Persian War,* the poetry of Solon the wise Athenian lawmaker, the philosophical dialogues of Plato, the Athenian courtroom speeches of Lysias, the tragedies of Euripides. Prerequisite: 212 or permission of the instructor.

*Homer's Odyssey*
Attention to dialect, meter and formula; structure and plot; the *Odyssey* as epic, adventure and romance. {F} {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### HST 201 (L) The Silk Road and Premodern Eurasia

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H} Credits: 4
*Members of the department*
**Normally offered each spring**

### HST 202 (L) Ancient Greece

A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. We examine the relationship between mythology, archaeology and historical memory, the evolution of the city-state, games and oracles, colonization, warfare and tyranny, city-states Sparta and Athens and their respective pursuits of social justice, wars with Persia, cultural interactions with non-Greeks, Athens' naval empire and its invention of Democracy, family and women, and traditional religions and forms of new wisdom, and the trial and death of Socrates in 399 B.C. {H} Credits: 4
*Richard Lim*
**Normally offered each fall**

### HST 203 (L) Alexander the Great and the Hellenistic World

The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, "fusion" literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and "barbarians," Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome. {H} Credits: 4
*Members of the department*
**Normally offered each spring**

### HST 204 (L) The Roman Republic

A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people.

We trace Rome's early rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 205 (L) The Roman Empire

The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an Emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. We trace how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages. {H} Credits: 4
*Members of the department*
**Normally offered each spring**

### HST 206 (C) Aspects of Ancient History

Topics course.

*The World of Late Antiquity*
Causes and consequences of the fall of the Roman empire and the emergence of Germanic kingdoms in Europe. Topics include late Roman statecraft; popular loyalty; challenges to the economy; Christianity as a unifying or divisive force; warfare on multiple fronts; the resurgence of Iran; barbarian migrations, especially the Goths and the Huns; the establishment of Germanic kingdoms in the West in the 5th century; partial reconquest by the Eastern Roman empire in the 6th century. Enrollment limited to 18. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Slaves and Slavery in the Ancient World*
Slaves comprised up to a third of the population in Classical Athens and Rome and slavery was deeply embedded in every aspect of ancient life. We examine how slaves and slavery shaped Greece and Rome in comparison with other "slave societies" and in their own terms. Topics include debt and slavery, race and ethnicities of slaves, slave management and economy, sex trade, treatment of slaves, gladiators, slave revolts, daily resistance, representations of slaves in art and literature, slave narratives, slavery in ancient philosophy and religion, and shift from classical slavery to medieval serfdom. No previous background is required. This course can serve as a topical introduction to the ancient world and help students appreciate the roots of modern "Western" ideas regarding slavery. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### REL 112 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 S. Kaminsky*
**Normally offered each academic year**

# Archives Concentration

**Advisory Committee**
Kelly P. Anderson, Ph.D., Director
Carrie N. Baker, J.D., Ph.D.
Darcy C. Buerkle, Ph.D. †1, †2
Jennifer Mary Guglielmo, Ph.D.
Richard H. Millington, Ph.D.
Andrea Moore, Ph.D.
Christen Mucher, Ph.D.
Elizabeth Myers, Ph.D.
Samuel Ng, Ph.D. †1
Cornelia D.J. Pearsall, Ph.D. †2
Elizabeth S. Pryor, Ph.D. †1
Andrea Stephanie Stone, Ph.D. *1
Nanci Young

Members of the Archives Advisory Committee serve as advisers to students in approving course selections and internships.

The archives concentration is designed to make our local, regional, national and international histories public through research projects and professional training. Through a combination of academic coursework, practical experience and independent research projects, students learn about the institutions and repositories that shape knowledge and understanding of our collective pasts through the collection, preservation, interpretation and display of artifacts, manuscripts and representation of historic sites. The concentration creates an interdisciplinary community of students engaged in first-hand use of primary sources in the arts and architecture, medicine, law, history, social activism, the histories of institutions, communities and professional organizations. Through a sequence of courses, students gain knowledge of the theory and practice of archives and public history methods through which these materials are shaped into compelling narratives. Through practical experiences in two internships, students learn about archival acquisition, processing and description skills, and building finding aids that make collections available for scholarly use. Students in disciplines in which archival research is already featured (such as history, American studies, and the study of women and gender) as well as in the sciences and a wide array of social sciences are encouraged to apply.

## Requirements

The archives concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements:

1. The "gateway" course (ARX 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 141 What I Found in the Archives

This lecture series serves as an introduction to the methods and discoveries of archival research. The course highlights faculty members and archivists describing their puzzles and insights in encountering archival materials. Requirements include active participation in class, weekly readings, and short written assignments. This course serves as a gateway for students in the Archives Concentration. Graded S/U only. {H} Credits: 1
*Darcy C. Buerkle*
Normally offered each spring

## Capstone Course

### ARX 340 Taking the Archives Public

The capstone seminar brings together a cohort of concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The seminar readings focus 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 student completes an independent public history project that draws on primary sources and materials objects from local repositories. Enrollment limited to 15. {H} Credits: 4
*Kelly P. Anderson*
**Normally offered each spring**

# Art

**Professors**
Barbara A. Kellum, Ph.D.
A. Lee Burns, M.S., M.F.A. **1
Brigitte Buettner, Ph.D. *1
John E. Moore, Ph.D.
Dana Leibsohn, Ph.D. †2
Fraser Stables, M.F.A.
Lynne M. Yamamoto, M.A.
Frazer D. Ward, Ph.D., Chair

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

**Kennedy Professor in Renaissance Studies**
Claire Farago, Ph.D. **1

**Associate Professors**
Lindsey Clark-Ryan, M.F.A., Associate Chair
John Slepian, M.F.A.

**Harnish Visiting Artist**
Naima Green, M.F.A.

**Assistant Professors**
Yanlong Guo, Ph.D.
Elisa Kim, M.Arch. †1
Alexis Callender, M.F.A. †1

**Visiting Assistant Professors**
Kathleen Pierce, Ph.D.

**Lecturers**
Catalina Bestard, M.F.A.
Justin Kim, M.F.A.
Lucretia Ann Knapp, M.F.A., M.L.S.
Amiko Li, M.F.A.
Elizabeth R. Meyersohn, M.F.A.
Susan Montomery, M.F.A.
Jessica F. Nicoll, M.A.
Julie Lapping Rivera, M.F.A.
Katherine E. Schneider, M.F.A.
Rosa Weinberg, M.Arch.

# The Major

**Advisers:** Brigitte Buettner, A. Lee Burns, Alexis Callender, Lindsey Clark-Ryan, Yanlong Guo, Barbara Kellum, Elisa Kim, Dana Leibsohn, John Moore, John Slepian, Fraser Stables, Frazer Ward, Lynne Yamamoto

**Art History Adviser for Study Abroad:** Barbara Kellum

**Art Studio Adviser for Study Abroad:** Lee Burns (fall) Lindsey Clark-Ryan (spring)

**Architecture Adviser for Study Abroad:** Barbara Kellum

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, MUX, etc.) cannot be counted toward the completion of the art major.

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

## 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 distributed across geographic areas and cultures.

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, of which four have to focus on pre-1800 (Group A) and two post-1800 (Group B)
4. Three courses at the 290-level and above, one of which has to be a seminar (to be taken at Smith); ARH 301 may be counted as one of the courses but not as a seminar

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.

*Art History - ARH 301 Methods, Issues, Debates* is recommended for art history majors.

## Plan B. Studio Art

**Requirements:** 12 courses, which will include:

1. One 100-level course selected from the following: ARS 162, ARS 163, ARS 172. (Note that certain upper-level courses indicate specific 100-level course prerequisites.)
2. ARH 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 media 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:
   - drawing
   - digital media
   - graphic arts (printmaking or typography)
   - installation
   - painting
   - photography
   - sculpture
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 completing the introductory (100-level) studio art requirement and one additional studio art course. Prior to declaration, students must complete a portfolio review, scheduled each semester prior to 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 the student's interests and studio work to date, and select a media concentration from those listed above. Together, the student and adviser may design a sequence of studio courses that draws from several areas of concentration.

The following courses are repeatable with different course content and instructor, for a maximum of 8 credits: ARS 264 Drawing II, ARS 268 Topics in Printmaking, ARS 362 Painting II, ARS 363 Painting III, ARS 364 Drawing III, ARS 366 Topics in Painting, ARS 372 Printmaking, Mark-Making, Image-Making, World-Making, ARS 374 Sculpture II, ARS 376 Printmaking: Color, Texture, and Scale, ARS 383 Photo II, ARS 384 Topics in Photography.

## Plan C. Architecture and Urbanism

Students entering Smith College in the Fall 2020 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.

**Requirements:** 12 courses, which will include:

1. ARH 110 Art and Its Histories
2. One 100-level course selected from the following: ARS 162, ARS 163, or ARS 172
3. Both of the following introductory architectural design studios: ARS 280 and ARS 281
4. One of the following advanced architectural design studios: ARS 380 or ARS 381
5. One studio art course in another medium
6. Three 200-level or 300-level art history courses focusing on the built environment (of which at least one must focus on a pre-1800s era and at least one must focus on the post-18th century)
7. Two architecture-focused elective courses (to be selected with guidance from advisor)
8. One art history research-focused seminar (with final paper focusing on the built environment, to be taken at Smith)

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 the student's major adviser.

# The Minors

## Plan 1. History of Art

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

**Advisers:** Brigitte Buettner, Yanlong Guo, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward

**Requirements:** Six courses: ARH 110 Art and Its Histories; three additional courses in the history of art covering both Group A and B; and two courses at the 290-level and above, one of which has to be a research-focused seminar (to be taken at Smith)

## Plan 2. Studio Art

Designed for students who wish to focus on studio art, although they are majors in another department. With the assistance of a minor adviser, a student may construct a minor with primary emphasis on one area of studio art or may design a minor that draws from several areas of concentration.

**Advisers:** A. Lee Burns, Alexis Callender, Lindsey Clark-Ryan, John Slepian, Fraser Stables, Lynne Yamamoto

**Requirements:** One 100-level course selected from the following: ARS 162, ARS 163, ARS 172 and five additional courses in studio art, of which at least three must be at the 200-level and at least one must be at the 300-level.

## Plan 3. Architecture and Urbanism

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

**Advisers:** Brigitte Buettner, Yanlong Guo, Barbara Kellum, Elisa Kim, Dana Leibsohn, John Moore, Frazer Ward

**Requirements:**

1. Three courses, selected from this list:
   - ARS 162, ARS 163 or ARS 172
   - ARS 280 or LSS 250
   - ARS 281 or LSS 255
2. Two 200-level or 300-level art history courses focusing on the built environment (of which at least one must focus on a pre-1800s era and at least one must focus on the post-18th century).
3. ARH 110 Art and Its Histories

## Plan 4. Graphic Arts

**Advisers:** Lindsey Clark-Ryan

Graphic Arts seeks to draw together the department's studio and history offerings in printmaking and typography into a cohesive unit.

**Requirements:**

1. 1. ARS 163
2. 2. ARH 247 or ARH 268
3. 3. Any four ARS classes from: 269, 270, 272, 275, 369, 372, 376 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: Lindsey Clark-Ryan
Architecture: Frazer Ward

**Requirements and Presentations**
All candidates will present their work to the department, in a public presentation, in late April or early May. Guidelines and further details can be found on the department website.

# 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 the past and present. 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 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; and (5) cross-cultural exchanges. Enrollment limited to 25. {A} {H} Credits: 4
*Brigitte Buettner, Kathleen Pierce, Frazer D. Ward, Yanlong Guo*
**Normally offered both fall and spring semesters**

### ARH 150 What is Architecture?
What kinds of places do people call home, and where do they choose to bury their dead? How have communities marked their territories, or cities reshaped landscapes? What does it mean to enshrine the sacred, to nurture civic gardens, or to create a consumer paradise—in 8th-century Spain or 11th-century New Mexico, 19th-century Beijing or contemporary Dubai? Working across cultures, and from antiquity to the present, this class highlights both global and distinct, local perspectives on the history of architecture and the built environment. Enrollment limited to 40. {A} {H} Credits: 4
*Dana Leibsohn*
**Normally offered each fall**

## 200-Level Lecture Courses

### ARH 200 China in Expansion
During the formative periods when the local and global forces simultaneously took actions in shaping Chinese civilization, the functions of images and objects, the approaches to things and the discourses around art underwent significant shifts, not only responding to but also mapping out the "Chinese-ness" in visual and material culture. This course of early Chinese art investigates diverse media—bronze vessels, sculptures, murals, textiles, architecture and other visual and material forms—in relation to political and military conquest, cross-cultural exchange, the dissemination of ordinary practices and the formation of identities. Key terms/issues for the course will include expansion, connection and materiality. Group A, Counts for ARU {A} {H} Credits: 4
*Yanlong Guo*
**Normally offered in alternate years**

### ARH 201 Brazilian Art Inside and Out
Same as POR 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. Taught in English. Group B {A} Credits: 4
*Marguerite I. Harrison*
**Expected to be offered in the next 3 years**

### ARH 204 Inkas, Aztecs and their Ancestors
How do people of the present interpret the visual, material and urban cultures created in the Americas before the arrival of Europeans? To explore this question, this class focuses upon visual cultures and urban settings from across the Americas. Emphasis rests upon recent research — especially about the Inka, the Aztec, and their ancestors — but we will also study current debates in art history and archaeology. Among the themes we will discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials and the ethics of excavation and museum display. Case studies include architectural complexes, textiles, ceramics and sculpted works from Peru, Mexico, the Caribbean and the U.S. Southwest. Group A, Counts for ARU {A} {H} Credits: 4
*Dana Leibsohn*
**Expected to be offered in the next 3 years**

### ARH 207 Translating New Worlds
This course investigates how New World explorations were translated into visual and material culture. Focusing upon geographies, "anthropologies", material objects, and pictorial and written records, we analyze how travel to and through the Americas reshaped the lives of consumers and thinkers—from food and finery (corn, chocolate, red dye, gold and silver) to published narratives and collections of objects made in the colonial Americas. Case studies are drawn from Canada, Mexico, Peru, the Great Plains of the United States and the Hawai'ian Islands. In addition to initial colonial contacts, we discuss current cultural practices—material, imagined, factual or fantastical—that arose from the first encounters, conquests and settlements. Group A {A} {H} Credits: 4
*Dana Leibsohn*
**Expected to be offered in the next 3 years**

### ARH 212 Ancient Cities and Sanctuaries
This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. We probe how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Group A, Counts for ARU {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

### ARH 216 The Art and Architecture of the Ancient 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 1st century B.C.E. through the 4th 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 A, Counts for ARU {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

### ARH 217 Greek Art and Archaeology

Same as CLS 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100–168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) {A} {H} Credits: 4
*Rebecca Worsham*
**Normally offered in alternate years**

### ARH 228 Islamic Art and Architecture

This course surveys Islamic visual art and architecture from the spread of Islam in the 7th-century until the present day, covering the Dome of the Rock and Persian miniatures to French Orientalism and Arab Spring graffiti. Attention is focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings examine the vital roles played by theology, royal patronage, gift exchange, trade and workshop practices in the formulation of visual traditions. Direct analysis of Islamic artworks at the Smith museum expands students' command of critical visual analysis. Group A, Group B {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARH 233 Medieval Art on the Move: Pilgrimages and Crusades

Focusing on buildings and representations created from the 11th through the 13th century, this course explores the intersection between artistic production and the movement, peaceful and bellicose, of people, ideas, and objects during the Romanesque and early Gothic periods. Topics include monastic and royal patronage; the pilgrimage church and Crusader castle as specific building types; iconographic programs and their political agendas; and the transnational circulation of artifacts and cross-cultural visual encounters. Group A, Counts for ARU {A} {H} Credits: 4
*Brigitte Buettner*
**Normally offered in alternate years**

### 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 A, Counts for ARU {A} {H} {A} {H} Credits: 4
*Brigitte Buettner*
**Normally offered in alternate years**

### ARH 250 Building Baroque Europe

European architectural, urban and landscape design from (precisely) 1537 to about 1750. Specific topics include Tuscany under the first three grand dukes; Rome in the 17th century; France under the first three Bourbon kings; the rebuilding of London after the Great Fire; the significant enlargement or establishment of capital cities (Turin, Amsterdam, Versailles, Stockholm, St. Petersburg, Dresden, Berlin, Vienna); the rise of the English country house; the English landscape garden; and palaces, pilgrimage churches, and monastic complexes in Bavaria, Franconia and Austria. Focus throughout on the fundamental interdependence of architecture and society. Group A, Counts for ARU {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

### ARH 253 The Arts in Britain, 1714–1820

Artistic production under the first three Hanoverian kings of Great Britain. Topics include royal patronage; urban developments (London, Bath, Edinburgh); the English landscape garden; the English country house and its fittings; collecting and display; the Grand Tour; aesthetic movements (Gothic Revival, the Sublime, the Picturesque, Neoclassicism); artists' training and careers (among others, the brothers Adam, Gainsborough, Hawskmoor, Hogarth, Reynolds, Roubiliac and Wright of Derby); maps, prints and books; center vs. periphery; and city vs. country. Reading assignments culled from primary and secondary sources; including travel and epistolary literature. Group A, Counts for ARU {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

### ARH 258 The Arts in 18th-Century France

A study of painting, sculpture, architecture, urban and landscape design, printmaking and the luxury arts in France, from the last years of Louis XIV's reign to the French Revolution. Recurring themes include artists' training and careers; academies, aesthetics, and art theory; art criticism and the viewing public; collecting and display; patronage; and the relationship of art to politics, literature and science. France's pacesetting role in contemporary art will be explored by looking beyond its borders to other courts—among them Bourbon Naples, some German-speaking principalities, Great Britain, Russia, Spain, and Sweden—and to the French Atlantic world. Group A, Counts for ARU {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

### ARH 272 Revolution, Industry, Empire: The Art of the 19th Century

The Haitian revolution, Darwin's On the Origin of Species, the rise of photography: the 19th-century witnessed the emergence of new ways of seeing, knowing, and being in the world. We will consider the ways art objects and the built environment revealed, constructed, and mediated 19th-century life. We will study key case studies, from painting and sculpture to advertising ephemera, to understand significant cultural nodes. Our conversations will center around the meaningful role objects play in shaping and constructing social experience, and key concepts elaborated by nineteenth-century thinkers, such as modernism. The course will primarily focus on Europe and the US. Group B {A} {H} Credits: 4
*Kathleen Pierce*
**Normally offered in alternating years**

### ARH 278 Race and Gender in the History of Photography

This course introduces the history of photography, emphasizing the ways photographs represent, mediate, construct and communicate histories of race, gender, sex, sexuality, intimacy and desire. We will study a variety of photographic images, from the daguerreotype to digital media, from fine arts photography to vernacular images. We will consider objects that have forged connections among loved ones, substantiated memories, or served as evidence, considering critical questions about photography's relationship to identity, affect, knowledge production and power. The course focuses on race and gender, and also attends closely to photography's relationship to identity broadly speaking, including class, ability, and religion. Group B {A} {H} Credits: 4
*Kathleen Pierce*
**Expected to be offered in the next 3 years**

### ARH 281 Modern, Postmodern, Contemporary

This course examines global artistic tendencies since 1945 in their art-historical and socio-historical contexts. The class considers such developments as American abstraction and the rise of New York, neo-dada, pop, minimalism, conceptual art, earthworks, the influence of feminism, postmodernism, the

politics of identity, conceptions of the site and the institution, global publics and the global culture of art and the theoretical issues and debates that help to frame these topics. Group B {A} {H} Credits: 4
*Frazer D. Ward*
**Normally offered in alternate years**

### ARH 283 Architecture Since 1945

This course presents a global survey of architecture and urbanism since 1945, from post-World War II reconstruction and planning, through critiques of modernism, to postmodernism, deconstruction, critical regionalism and beyond. Major buildings, projects, movements and tendencies are examined in their historical, theoretical and rhetorical contexts. Group B, counts for ARU {A} {H} Credits: 4
*Frazer D. Ward*
**Expected to be offered in the next 3 years**

### ARH 286 History and Theory of Performance Art: Why Did the Performance Artist Cross the Road?

This class addresses the history and theory of performance art since the 1960s, introducing artists whose work has shaped the field and the issues which have become important in the reception of performance art. Group B {A} {H} Credits: 4
*Frazer D. Ward*
**Expected to be offered in the next 3 years**

### ARH 289 Art and Medicine: Late 18th-Century to the Present

This course examines intersections of art and medicine from the late 18th-century to the present. Considering a variety of texts and objects, from wax medical models to public health posters to Mona Hatoum's cell-like sculptures and photographic coverage of the 2014 Ebola epidemic, we will disentangle how medical understandings of the body filter into artistic production and popular thought and vice versa. While course material is primarily from Europe and the United States, we will attend to the ways medical imaginings of the body engage with imperialism and geopolitical boundaries, as well as race, gender, ability, class and sexuality. (E) Group B {A} {H} Credits: 4
*Kathleen Pierce*
**Normally offered each academic year**

## 200-Level Colloquia

### ARH 247 Colloquium: The Art and History of the Book

Same as ENG 293. Will books as material objects disappear in your lifetime? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the artistry and history of books from the ancient world through medieval manuscripts, hand press books, and machine press books to the digital media of today. We discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture. Enrollment limited to 12 by permission of the instructor. Group A, B {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### ARH 280 Art Historical Studies

Topics course. Students may take up to four semesters of ARH 280 Art Historical Studies, as long as the topics are different.

*Interpreting Images: Northern European Art, 1400–1550*
How do we make sense of works of visual representation and conceptualize what we see? What analytical tools and methodological assumptions guide and shape our acts of interpretation? These questions will inform our in-depth study of a select group of major Northern Renaissance paintings. Artists range from Van Eyck and Roger van der Weyden to Dürer and Bosch while weekly readings draw on a variety of approaches in order to introduce the full spectrum of art historical interventions, from formal and social analysis to more recent perspectives on gender and the global turn. Prerequisite: ARH 110 Art and Its Histories, or permission of the instructor. Group A {A} {H} Credits: 4
*Brigitte Buettner*
**Normally offered in alternate years**

*Meditation In Caves: Buddhist Grottoes in East Asia*
The course is an introduction to Buddhist grottoes of East Asia. We will learn the historical trajectories of Buddhist grottoes, including the development of cave architecture, mural painting and sculpture. It pays special attention to the site specificity of the visual imageries and their transmissions, commissions, and functions. The case studies in this course range from the Kizil Caves and Mogao Caves in Northwestern China to the Yungang Caves and Longmen Caves in the central plains and the Seokguram Caves in the Korean Peninsula. We will also consider the collecting, preserving and displaying of Buddhist grottoes in the contemporary world. Enrollment limited to 20. {A} {H} Credits: 4
*Yanlong Guo*
**Expected to be offered in the next 3 years**

*The Beauty of Beasts in the Ancient Roman World*
From animal fables, to pets, to heroic named beasts who died in the amphitheater, the visual culture of the ancient Roman world was filled with images of animals. Dogs, cats, birds, asses, elephants, lions, tigers, leopards and myriad others appear in contexts from luxury villas to funerary monuments. Utilizing the lens of interdisciplinary animal studies, we explore how the Romans thought with animals representationally in ways which may initially seem familiar but prove to be distinctively different in culturally specific ways. Considering how the human/animal binary works in a past culture has the potential to reveal something about how systems of knowledge and power are structured and maintained. Group A {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

*Manga in A Thousand Years: Critical Approaches to Manga and Anime*
This class explores the genesis and development of manga, situating manga in its historical context, appreciating it as an integral part of Japanese art and culture that is as complex and compelling as it is popular. Dealing with a range of genres of manga and manga-related media—illustrated narrative scrolls, woodblock prints, popular picture books, strip comics and animated cartoons —we revisit traditional notions of what the popular visual form has been and can be. Some of the themes we address include narrativity and visuality, production of satirical imagery and visual modernity, and censorship. Group B {A} {H} Credits: 4
*Yanlong Guo*
**Normally offered in alternate years**

*Playing with Ink and Brush (900 CE to Present): A Material, Cultural and Political History of East Asian Art*
For more than a thousand years, ink has been maintained as the principal medium of painting and calligraphy in East Asia. This course surveys the continuities and ruptures of East Asian ink art seen through the formal, cultural and political factors. It also unravels the constant re-appropriation of the "archaic" medium. The course embraces art works in various media—paintings, calligraphy, books, woodblock prints, installation, performance and animation—that were created by premodern and modern artists. Sessions will be organized both thematically and according to a rough, chronological sequence. Group A, B {A} {H} Credits: 4
*Yanlong Guo*
**Expected to be offered in the next 3 years**

*Virtual Ancient Worlds*
Virtual reality now make it possible to fly through the Roman Forum when the empire was at its height, to see the Sanctuary of the Great Gods at Samothrace at night by torchlight as initiates did thousands of years ago and to savor the sculptural treasures of Hadrian's Villa reinstalled in situ. These powerful visualization tools produce compelling seamless worlds, but ones which raise challenging questions of interpretation. By seeking to understand the models and assumptions on which these virtual worlds are based, we delve into contemporary and ancient modes of viewership, identity and spatial experience. Group A, Counts for ARU {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

*Age of Louis XIV*
An examination of the fundamental role of the visual arts in fashioning an extraordinary and indelible image of rulership during the reign (1643–1715) of Louis XIV. Ensembles and individual objects in many media—painting, sculpture, architecture, landscape design, prints, illustrated books, furniture, tapestries, numismatics, works commissioned or obtained in Rome, and literary production—will be related to the centralized bureaucracy that came to define the French state. Time permitting, we shall briefly consider the impact of the palace of Versailles on other European courts. Group A {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

*Imagined Identities: 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 explore such issues as: strategies of self-fashioning; tensions between norm and individuality, realism and idealization; and the roles of portraits and self-portraits in cementing social roles and manufacturing gendered bodies. Group A {A} {H} Credits: 4
*Brigette Buettner*
**Normally offered in alternate years**

*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, clothing, embroidery, enamel, furniture, ivory, jewelry, luxuriously bound manuscripts and printed books, medals, metalwork and tapestries, among other objects. This course examines 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 A {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

*Collecting and Display in Europe and North America, 1400–1900*
What motivated individuals and corporate bodies to collect and display varieties of objects, works of art among them, and how did those paired activities forge social identities, generate fascination, and productively frame knowledge of the world? Topics considered include the indissoluble Plinian link between art and nature; cabinets of curiosities (Kunst- und Wunderkammern); the art market; the design of purpose-built galleries, museums, and libraries; the recording and publication of renowned collections; and the foundation (or reconstitution) of national and municipal collections in the 19th century. Recommended background: one course in European art, 1400–1800. Group A {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

*Swords and S(c)andals: Ancient Rome in Film/Form*
Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO's Rome (2005–2007) and Ridley Scott's Gladiator (2000), we'll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical and ideological terms. Their 20th-century counterparts, from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classics like Caligula (1979), will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. Group A, B {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

*Monsters and Marvels in Medieval Art*
Dog-headed, chest-faced, one-footed, the "monstrous races" were believed to dwell at the edges of the known world. By lack, excess or hybrid permutations, they unsettled the boundaries between the human, the animal and the monstrous, opening up a creative space for the deployment of the marvelous, written as well as visual. Broad questions about cultural identity and alterity are examined through the prism of case studies that draw on a broad range of sources, from illuminated manuscripts, sculpted works and world maps to encyclopedias and travel accounts. Group A {A} {H} Credits: 4
*Brigitte Buettner*
**Expected to be offered in the next 3 years**

### ARH 285 Great Cities
Topics course.

*Rome*
Urban and architectural history of the Eternal City, from the traditional date of its founding (21, April, 753 B.C.E.) to the fascist era and beyond. Extensive readings in primary sources and the analysis of works of art of all types will explain how and why Rome's seven famous hills, a cradle of Western civilization, have constituted such an indispensable and inexhaustible point of emulative reference. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. Group A, Counts for ARU {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

*Pompeii*
A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th-, and 20th-century art is discussed. No prerequisite. Group A, Counts for ARU {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

## 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
Students may take up to two semesters of ARH 291 Topics in Art History, as long as the topics are different.

*Current Issues in Latin American Art*
This course highlights recent scholarship and criticism written in and about Latin America, focusing upon visual culture from 1750-present. Among

themes we consider: legacies of colonialism; nationalism vs. globalism in museum exhibitions; the politics of current art criticism and the complicated relationships between art-making and tourism. Of particular interest will be the theoretical and methodological issues that characterize writing on art from 2000 to the present and the ways they challenge our response to the question "What is Latin American art?" Prerequisite: One 200-level course in art history or Latin American Studies, or permission of the instructor. Group B {A} {H} Credits: 4
*Dana Leibsohn*
**Expected to be offered in the next 3 years**

*The Presence of the Past: Libraries as a Building Type in the Ancient Mediterranean World*
Taking the famed 3rd-century B.C.E library at Alexandria, Egypt, as its centerpiece, the course first considers precedents like the library of the Assyrian king Assurbanipal at Nineveh with its epics and omen texts on clay tablets, then turns to later extant examples like the Library of Celsus at Ephesus to discuss the development of the library as a public building type. We also compare later innovations from Labrouste's Bibliothèque Sainte-Geneviève in Paris to Snøhetta's award-winning 2002 Bibliotheca Alexandrina on the site of the ancient library, to Maya Lin's renovation of Neilson Library in analyzing how the buildings themselves make systems of knowledge manifest. Group A, Counts for ARU {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

*Iconoclasm*
Why have individuals and groups been moved to destroy art? How has art been construed as both essential, bewitching and dangerous? We 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 also consider censorship and philistinism generally, and when (or whether) campaigns of renovation and restoration can legitimately be called iconoclasm. Group A {A} {H} Credits: 4
*John E. Moore*
**Normally offered each academic year**

*Imperial Design*
Everyday objects have often been marginalized in art history. Until fairly recently, when these objects were under consideration—especially in histories of Europe and the United States in the eighteenth, nineteenth, and twentieth centuries—they were framed as frivolous indicators of bourgeois taste. This course posits that histories of design, decorative arts, and material culture in the west reveal critical histories of imperialism, spotlighting topics such as migration, violation, appropriation, and indigenous agency. Far from benign indicators of status, then, this course asks students to position objects from the history of design, decorative arts, and material culture as critical historical texts.(E) Group B {A} {H} Credits: 4
*Kathleen Pierce*
**Expected to be offered in the next three years**

*Representing Animals*
This colloquium investigates the space between animal studies and art history. Examining case studies from the early modern period to the present, we consider questions such as: What constitutes the animal, and how do images shape responses to this question? How and why have artists deployed animals as visual signs? How did the collection of animal specimens in the West both depend on and sustain networks of imperialism? Our conversations will center around the meaningful role images and objects play in shaping understandings of the human, the animal, nature, identity, and both human and animal culture. (E) Group B {A} {H} Credits: 4
*Kathleen Pierce*
**Expected to be offered in the next three years**

*"Ingenuity"and Artists' Ways of Knowing*
Taking a critical approach to history as an open-ended creative process in itself, this course focuses on the formative era for the emergence of modern European ideas about art, c. 1450–1750, when the value of artisanal labor changed greatly. The connection between hand and mind, mano e ingegno, is at the core of the Renaissance art theoretical legacy. Can this core provide a basis for rethinking the history of art in a planetary framework without imposing European ideas about art on everything else? And why is this past important to revisit now? (E) Group A {A} {H} Credits: 4
*Claire Farago*
**Expected to be offered in the next three years**

### ARH 292 Collecting the Past: Art, Artifact and Ancient America
Who collects ancient art? What makes antiquities worthy of display? This colloquium focuses on contemporary debates in the field of ancient American art history. Among the topics we consider: architectural restoration, the legalities and ethics of collecting, indigenous perspectives on the display and interpretation of antiquities, and technologies for representing the past. The course consists of wide-ranging weekly readings and discussion, giving special attention to the intersection of art history and museum exhibitions. Prerequisite: one 200-level course in art history, archaeology, museum studies or the culture/history of Latin America. Not open to first year students. Enrollment limited to 18. Group A {A} {H} Credits: 4
*Dana Leibsohn*
**Expected to be offered in the next 3 years**

### ARH 297 Aspects of Contemporary Art
This class examines current issues in contemporary art, suggested by critical debates and significant exhibitions. The class will be particularly interested in practices and debates that offer the following: analyses of the global condition of art; demonstrations of the influence of new technologies; reflections on institutional frameworks; excavations of earlier art-historical moments; and accounts of the shifting status of art, artists and audiences in the contemporary public sphere. Prerequisite: One 200-level art history course, or permission of the instructor. Group B {A} {H} Credits: 4
*Frazer D. Ward*
**Expected to be offered in the next 3 years**

## 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 except ARH 301 require an oral presentation and a research paper. Enrollment limited to 12 students.

### ARH 301 Art History—Methods, Issues Debates
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 gives a broad overview of contemporary debates in the history of art and locates 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 globalism. The course consists of wide-ranging weekly readings and discussion, giving special attention to the intersection of art history and other disciplines. 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
*Members of the department*
**Normally offered each academic year**

### ARH 315 Studies in Roman Art
Topics course.

*At Home in Pompeii*
The houses of ancient Pompeii—with their juxtapositions of wall paintings, gardens and objects of display—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. Counts for ARU. Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

### ARH 320 Art & Money: A Calderwood Seminar in Public Writing
Art and money are inextricably intertwined. We'll delve into the ramifications of this relationship in the ways art is valued in the contemporary art market and the consequences for museums, collectors, artists, and for the general public. Topics include artists' self-fashioning for the market as well as the historical detective work it takes to reveal the practices which have fed this market of limited supply and infinite demand including looting and forgery. These are stories which need to be shared with an ever-wider audience especially in a time when the importance of art to humankind needs reevaluation. {A} {H} Credits: 4
*Barbara A. Kellum*
**Expected to be offered in the next 3 years**

### ARH 350 The Arts in England, 1485–1714
Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, revolution and regicide, and a much vaunted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of "the Englishness of English art," we shall study the careers of the painters, printmakers, sculptors, architects and landscape designers whose collective efforts made English art, at long last, one to be reckoned with. {A} {H} Credits: 4
*John E. Moore*
**Expected to be offered in the next 3 years**

### ARH 352 Studies in Art History
Topics course.

*Imperial Matter: The Arts of China's Early Empires*
Why did the First Emperor of China build his grand mausoleum as a microcosm? What foreign motifs and luxury goods were brought to the Chinese proper and by whom? How did trade and war affect the making of the arts 2,000 years ago? These are some of the core questions embedded in this seminar, which investigates the power of things that made a difference in shaping the conditions of the Qin and the Han, Chinese first empires. Throughout the semester, we will closely examine art objects and read leading scholars of early imperial Chinese art around the world. Counts for ARU. {A} {H} Credits: 4
*Yanlong Guo*
**Normally offered in alternate years**

*Visual Culture and Colonization*
How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce? Is it possible to describe what is "colonial" about art or architecture? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider are interpretive work in the field of "colonial studies," the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. {A} {H} Credits: 4
*Dana Leibsohn*
**Expected to be offered in the next 3 years**

*Gothic in the Modern Imagination*
From College Hall to Hogwarts and Romantic ruins to videogames, Gothic visual culture has provided a vast reservoir of materials for post-medieval cultural productions, both historicizing and deliberately anachronistic. Salient moments in the reception of medieval art and architecture will be examined to understand how they have served differing cultural and political agendas from the 18th century onward. Topics include: Gothic Revival architecture; Troubadour and Pre-Raphaelite paintings; American Gothic; the Anarchist cathedral; the Middle Ages in film and fashion. Students will have the opportunity to develop their own interests in a substantial research project. Pre-requisites: one 200-level art history course or permission by the instructor. Counts for ARU {A} {H} Credits: 4
*Brigitte Buettner*
**Expected to be offered in the next 3 years**

*Naturalism & Amateurism: The Aesthetics of the Song Dynasty (960–1276) Paintings*
The Song dynasty has been celebrated as China's golden age and the peak of Chinese painting. Monumental landscapes, meticulous depictions of birds and flowers, and graceful figures, all seemingly born from direct observations of the real world, have been seen as an embodiment of political ideals at court and a forum for personal expression among literati. This seminar will explore the historical formation and aesthetic development of these genres, examine the complexities of Song visual experience, and investigate the degree to which the period shaped the artistic tradition of China down to the 20th century. {A} {H} Credits: 4
*Yanlong Guo*
**Expected to be offered in the next 3 years**

### ARH 374 Studies in 20th- and 21st-Century Art
Topics course.

*Border Crossing in Contemporary Art*
Border crossing, voluntary or involuntary, has become an important theme in contemporary global art, framing the conditions of the exile and the "illegal alien," the tourist and the refugee, the service worker and the sex slave. This seminar examines the work of a range of contemporary artists examining border crossings of various kinds, focusing especially on the models and experiences of globalization that emerge through their practices. {A} {H} Credits: 4
*Frazer D. Ward*
**Expected to be offered in the next 3 years**

### ARH 400 Special Studies
Credits: 2–4
*Members of the department*
**Normally offered both fall and spring semesters**

### ARH 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered each academic year**

# B. Studio Courses

Core studio materials (such as ink, plaster or chemicals) are supplied to students of studio courses. Students are responsible for the purchase of additional supplies required for individual projects. The department reserves the right to retain examples of work done in studio courses.
All studio courses require extensive work beyond the scheduled class hours.

Please note that all studio art courses have limited enrollments.

### ARS 162 Introduction to Digital Media

An introduction to the use of digital media in the context of contemporary art practice. Students explore content development and design principles through a series of projects involving text, still image and moving image. This class involves critical discussions of studio projects in relation to contemporary art and theory. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. {A} Credits: 4

*Catalina Bestard, Lucretia Ann Knapp, Rosa Weinberg*

**Normally offered both fall and spring semesters**

### ARS 163 Drawing I

An introduction to visual experience through a study of the basic elements of drawing. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 18. {A} Credits: 4

*Justin Kim, Julie Lapping Rivera, Elizabeth R. Meyersohn, Susan Montgomery, Katherine E. Schneider*

**Normally offered both fall and spring semesters**

### ARS 172 Studio Art Foundations

This cross-disciplinary studio course involves two-dimensional, three-dimensional and time-based approaches. Students are introduced to a range of conceptual and practical frameworks for making and thinking about art. This course is strongly recommended for students considering the art major. By emphasizing visual thinking, risk-taking and critical reflection, this course also has relevance for other disciplines. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Priority given to first-year students. (E) {A} Credits: 4

*Catalina Bestard, A. Lee Burns, Naima Green*

**Normally offered both fall and spring semesters**

### ARS 263 Intermediate Digital Media

This course builds working knowledge of multimedia digital artwork through experience with a variety of software, focusing on video and time-based media. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. (No prerequisite required.) {A} Credits: 4

*Lucretia Ann Knapp*

**Normally offered each fall**

### 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 is on both studio work and class discussion. A major topic is the development of independent projects and practice. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. {A} Credits: 4

*Katherine E. Schneider*

**Normally offered in alternate years**

### ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163 or permission of the instructor. {A} Credits: 4

*Elizabeth R. Meyersohn, Katherine E. Schneider*

**Normally offered both fall and spring semesters**

### ARS 268 Topics in Printmaking

Topics Course. May be repeated with a different topic.

*The Poster: Prints in Public*

This course will use a variety of printmaking methods as a means to understand posters as both democratic and art objects that have developed within a social and technological context. Students will make posters using relief printing, lithography, silkscreen and digital processes, paying particular attention to scale, design, site and distribution. This course is appropriate for students with or without printmaking experience. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: Any 100-level ARS course or permission of the instructor. (This course may be repeated once with a different topic.) {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ARS 269 Lithographic Printmaking I

Introduction to the printmaking technique of hand-drawn lithography and photographic halftone lithography using Adobe Photoshop. May be repeated once for credit. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: ARS 163, or permission of the instructor. {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ARS 270 Offset Monoprinting

Printmaking using the flat-bed offset press with emphasis on color monoprinting. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163, or permission of the instructor. {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ARS 272 Intaglio Printmaking

This course is an in-depth introduction to the expressive potential of the printed image and the distinct visual and tactile qualities of etching and drypoint. We will explore how prints can function as social devices, manifestations of texture and opportunities for collaboration. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: ARS 163 or 172, or permission of the instructor. {A} Credits: 4

*Lindsey Clark-Ryan*

**Normally offered each academic year**

### ARS 273 Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. {A} Credits: 4

*A. Lee Burns*

**Normally offered each academic year**

### ARS 274 Projects in Installation I

This course introduces students to different installation strategies (e.g., working with multiples, found objects, light and site-specificity, among others). Coursework includes a series of projects, critiques, readings and a paper. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: ARS 172, or permission of the instructor. {A} Credits: 4

*Lynne Yamamoto*

**Normally offered each academic year**

### ARS 275 The Book: Theory and Practice I

(1) Investigates the structure of the book as a form; (2) provides a brief history of the Latin alphabet and how it is shaped calligraphically and constructed geometrically; (3) studies traditional and non-traditional typography; and (4) practices the composition of metal type by hand and the printing of composed type on the SP-15 printing presses. A voluntary introduction to digital typography is also offered outside class. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. {A} Credits: 4

*Barry Moser*

**Normally offered both fall and spring semesters**

### ARS 277 Woodcut Printmaking

Relief printing from carved woodblocks can create images that range from precise and delicate to raw and expressionistic. It is a direct and flexible process that allows for printing on a variety of materials at large and small scales. We will use both ancient and contemporary technologies to produce black and white and color prints from single and multiple blocks. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163 or 172, or permission of the instructor. {A} Credits: 4

*Lindsey Clark-Ryan, Julie Lapping Rivera*

**Normally offered each academic year**

### ARS 280 Introduction to Architectural Design Studio: Analog Processes - Ground

In nurturing architecture's foundational principles of visual, material and conceptual experimentation, ARS 280 lays the foundation for subsequent studios, lifelong learning and curiosity for architectural design processes. It probes the material, organizational and spatial qualities of the ground—a shared horizontal territory inhabited by plants, people and buildings—one that is as much cultural as it is natural. Through iterative and analog processes, students integrate drawing and making to construct and reconstruct lines in the ground. Probing the physical and conceptual ground for natural or constructed patterns, students develop foundation-level design skills within the context of larger environmental and cultural discourses. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARH 110 or permission of the instructor. {A} Credits: 4

*Rosa Weinberg*

**Normally offered each academic year**

### ARS 281 Introduction to Architectural Design Studio: Digital Design Processes - Air

This studio probes the material, organizational and spatial qualities of the line—architecture's most fundamental element. Through iterative and digital processes which engage light and air as their main references, students integrate drawing and making to construct and reconstruct lines in both virtual and physical space, and in two and three dimensions. Materialization of digital processes is tested through multiple full-scale, physical models. Through the act of making and remaking constructed lines, students oscillate between intuitive and critical modes of thinking, while further developing foundation-level design skills including analytic drawing, digital fabrication and issues relating to scale and site specificity. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 280 or permission of the instructor. {A} Credits: 4

*Members of the department*

**Normally offered each academic year**

### ARS 282 Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Each section involves either black and white or a combination of darkroom and digital processes. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 162, 172 or permission of the instructor. {A} Credits: 4

*Naima Green, Amiko Li*

**Normally offered each academic year**

### ARS 361 Interactive Digital Multimedia

This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants 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 or Internet. Critical examination and discussion of contemporary examples of new media art augment this studio course. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. Prerequisites: ARS 162 and permission of the instructor. {A} {M} Credits: 4

*John Slepian*

**Normally offered each academic year**

### ARS 362 Painting II

Painting from models, still life and landscape using varied techniques and conceptual frameworks. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisites: ARS 266 and permission of the instructor. {A} Credits: 4

*Elizabeth Meyersohn*

**Normally offered in alternate years**

### ARS 363 Painting III

Advanced problems in painting. Emphasis on thematic self direction and group critical analysis. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisites: ARS 362 and permission of the instructor. {A} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### ARS 364 Drawing III

Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course shifts annually to reflect the technical and ideational perspective of the faculty member teaching it. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163 and ARS 264. {A} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### ARS 366 Topics In Painting

Topics Course

*Comedy*

Looking at an array of contemporary artists in global and historical contexts, students will create works that explore the comedic modes of irony, wit, melodrama, slapstick and other visual deliveries of humor. The class will involve short experimental assignments, iterative works and independent projects produced in varied painting media. During the semester, we will use workshop-based studio practices to explore the personal and cultural idiosyncrasies and conventions through which humor operates as a visual

tension that can tell stories about self, society, politics and power. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ARS 370 Topics in Installation Art

Topics course.

*Unforgotten: Memory and Socially Engaged Art*
In this course, we create and critically interrogate socially engaged art. The focus is the subset of those practices that originate and gain power from remembering events of the past. Formats include site interventions, community collaborations, performance, traditional studio practices or intersections of these. The processes and physical forms of the (art) works complicate boundaries between art and education, art and sociology, art and activism. The course is organized as a laboratory/workshop to experiment with ideas and forms of socially engaged art. At the same time, we discuss (aesthetic and participant impact) rubrics for these projects and analyze their efficacy. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: One studio art course or permission of the instructor. {A} Credits: 4
*Lynne Yamamoto*
**Normally offered each academic year**

### ARS 372 Printmaking, Mark-Making, Image-Making, World-Making

This course is an opportunity for students to expand upon their existing printmaking knowledge and learn how to layer and combine multiple processes such as intaglio, relief, monotype, and lithography. We will pay attention to the unique marks made by each process; consider the relationship between drawn, digital, and photographic images in print; and use the capacity to print multiples as a means to construct physical, social, or narrative forms. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: one 200-level printmaking course or permission of the instructor. {A} Credits: 4
*Lindsey Clark-Ryan*
**Normally offered in alternate years**

### ARS 374 Sculpture II

Advanced problems in sculpture using bronze casting, welding and various media. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisites: ARS 273 and permission of the instructor. {A} Credits: 4
*A. Lee Burns*
**Normally offered each academic year**

### ARS 376 Printmaking: Color, Texture, and Scale

This course is an opportunity for students to expand upon their existing printmaking knowledge and learn how to combine multiple processes such as intaglio, relief, monotype, and lithography. We'll explore printmaking as a transformative process that creates rich, layered color relationships, builds and responds to texture, and converts information into multiples. We will have the chance to work at ambitious scales, including using print media to create installations, three-dimensional forms, or distributable public projects. Hand-drawn, digital, and photographic approaches will be available. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: one 200-level printmaking course or permission of the instructor. {A} Credits: 4
*Lindsey Clark-Ryan*
**Normally offered in alternate years**

### ARS 380 Architectural Design Studio: Transient Spaces - Terrestrial Bodies

This research-based architectural design studio utilizes digital processes to analyze and reinterpret canonical architectural precedents, linking the digital to fluid conceptual ideas which are both historic and contemporary. In particular, the studio probes the spatial qualities of the moving body—as a site of both deep interiority and hyper-connectivity. In a return to the territory of the ground (see ARS 280), and within the larger context of ecologically and geopolitically induced migration and displacement, this studio investigates themes related to mobility and transience and the ways in which the body traverses territories of ground. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisites: ARS 280 and ARS 281 or permission of the instructor. {A} Credits: 4
*Rosa Weinberg*
**Normally offered each academic year**

### ARS 381 Architectural Design Studio: Transient Spaces - Aquatic Bodies

In a return to probing the material, organizational and spatial qualities of the line (see ARS 281), this research-based architectural design studio questions the agency of the line in relationship to contemporary issues of mobility and migration. In particular, this studio privileges the sea as a lens from which to view a changing world order and to explore ways in which architectural representation may be foregrounded as an investigative and speculative site. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisites: ARS 280 and ARS 281 or permission of the instructor. {A} *Credits: 4*
*Rosa Weinberg*
**Normally offered each academic year**

### ARS 383 Photography II

Advanced exploration of contemporary photographic techniques and concepts. Students work on assigned and self-directed projects using various analog and digital techniques, studio lighting, large-format printing, and interdisciplinary approaches. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisites: ARS 282 and permission of the instructor. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ARS 384 Topics in Photography

This advanced course is organized around a rotating selection of topics that engage contemporary approaches to photography. This course can be repeated once for credit with a different topic. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisites: ARS 282 and permission of the instructor.

*Light: Visibility and Erasure*
This course explores the technological, poetic, and conceptual potential of light within photography and lens-based practices. Approaches include material-focused darkroom processes, studio lighting techniques, and the option to work with digital production and presentation technologies (such as scanning, laser cutting, projection, or VR). The course incorporates quick experimentation and sustained independent work, engaging ways in which light (and its absence) is a central lever within photographic production, materiality, and meaning. {A} Credits: 4
*Amiko Li*
**Normally offered in alternate years**

### ARS 385 Senior Studio I

This capstone course is required for all senior ARS majors. Students will use the framework of the course to focus, challenge and re-conceptualize their studio work in media of their choice. Critiques, readings, written assignments, presentations and discussions will support the development of an inventive and rigorous independent art practice. The semester will culminate in a group exhibition. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to Smith College Senior ARS majors. {A} Credits: 4
*John Slepian, Lynne Yamamoto*
**Normally offered each fall**

### ARS 389 Broad-Scale Design and Planning Studio

Same as LSS 389. This class is 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 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 ARU majors. Enrollment limited to 14. {A} Credits: 4
*Reid W. Bertone-Johnson*
**Normally offered each fall**

### ARS 390 Five College Advanced Studio Seminar

This course is limited to junior and senior art majors from the five colleges. Particular emphasis is placed on thematic development within student work. Sketch book, written self-analysis and participation in critique sessions is expected. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15, three students from each of the five colleges. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Offered in rotation within the five colleges. Normally offered at Smith every fifth fall. {A} Credits: 4
*Members of the department*
**Normally offered each fall**

### ARS 399 Senior Studio II

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 includes 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. {A} Credits: 4
*Lindsey Clark-Ryan, Naima Green*
**Normally offered each spring**

### ARS 400 Special Studies

Normally for junior and senior majors. Written project description required. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Credits: 1–4
*Members of the department*

### ARS 430D Honors Project

Special approval required. Credits: 8
*Members of the department*

## Cross-Listed and Interdepartmental Courses

### POR 201 Brazilian Art Inside and Out

### CLS 217 Greek Art and Archaeology

### ENG 293 The Art and History of the Book

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

### SOC 320 Seminar: Special Topics in the Sociology of Culture

*Sociology of the Arts*

### IDP 325 Art/Math Studio

### FMS 350 Questions of Cinema

*Film and Visual Culture from Surrealism to the Digital Age*

### LSS 389 Broad-Scale Design and Planning Studio

# Arts and Technology

**Advisers**
Rodger Fleming Blum, M.F.A., Professor of Dance [*1]
Edward M. Check, M.F.A., Senior Lecturer in Theater
Barbara A. Kellum, Ph.D., Professor of Art
Joseph O'Rourke, Ph.D., Professor of Computer Science, Director
John Slepian, M.F.A., Associate Professor of Art
Fraser Stables, M.F.A., Professor of Art
Steve Waksman, Ph.D., 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.

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

# The Minor

## Requirements

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

**Foundational Courses**
One or more Foundational Courses:

- ARS 162 Introduction to Digital Media
- CSC 106 / IDP 106 Introduction to Computing and the Arts
- SDS 192 Introduction Data Science
- CSC 111 Introduction Computer Science through Programming
- THE 100 The Art of Theater Design

**Intermediate Courses**
There are a wide range of intermediate-level courses available from a variety of departments across campus. The following courses are only a subset of the available options. Students are encouraged to design their intermediate course plan in consultation with a Minor Adviser.

The minor requires at least three Intermediate Courses, from at least two different departments, at least two at the 200-level or above. Roughly equivalent Special Studies can be substituted with permission of an Arts & Technology Minor Adviser.

- ENG 100 Engineering for Everyone
- CSC 212 Data Structures
- PHY 108 Optics is Light Work
- MUS 205 Popular Music and Technology
- PHY 224 Electronics
- MTH 227 Topics in Modern Mathematics: Mathematical Sculptures
- ARS 263 Intermediate Digital Media
- CSC 240 Computer Graphics
- CSC 294 Computational Machine Learning
- CSC/MTH 205 Modeling in the Sciences
- CSC 235 Visual Analytics
- THE 253 Lighting Design I
- FLS 280 Introduction to Video Production
- CSC 260 Programming Techniques for the Interactive Arts
- CSC 290 Introduction to Artificial Intelligence
- MUS 345 Electro-Acoustic Music
- CSC 354 Seminar in Digital Sound and Music Processing
- ARS 361 Interactive Digital Multimedia
- DAN 377 Expressive Technology and Movement
- THE 318 Movements in Design
- CSC 356 Topics in Human—Computer Interaction

**Culminating Special Studies**
The culminating experience for the minor is a Special Studies on a topic approved by an Arts & Technology Minor Adviser:

- 400 – 4-credit Special Studies

# Astronomy

**Professors**
James Daniel Lowenthal, Ph.D., Chair

**Assistant Professors**
Kimberly Ward-Duong, Ph.D.

**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)
Salman Arshad Hameed, Ph.D. (Professor, Hampshire College)
Houjun Mo, Ph.D. (Professor, University of Massachusetts)
Alexandra Pope, Ph.D. (Associate Professor, University of Massachusetts)
F. 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)
Min Su Yun, Ph.D. (Professor, University of Massachusetts)
Kimberly Ward-Duong, Ph.D. (Five College Astronomy Dept. Research and Teaching Fellow, Amherst College)
Eileen McGowan, Ph.D. (Visiting Assistant Professor, Mount Holyoke College)
Jason Young, Ph.D. (Visiting Lecturer, Mount Holyoke College)
Todd Tripp, Ph.D. (Professor, University of Massachusetts)
Kate Follette, Ph.D. (Assistant Professor, Amherst College)
Martin Weinberg, Ph.D. (Professor, University of Massachusetts)

## The Major

**Advisers:** 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 normally include the following eight courses: 100 or 111, 113, three astronomy courses at the 200 level (including 228 plus at least one of either 224, 225 or 226), one astronomy course at the 300 level, PHY 117 and PHY 118. Students with especially strong background in physics or astronomy may, in consultation with their advisers, replace 111 with a more advanced course. The remaining three courses must be at the 200 or 300 level.

## The Minor

**Advisers:** Suzan Edwards and 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 nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, which could include history of science, scientific writing or editing, or science education.

**Requirements:** 24 credits, including the following three courses: 100 or 111, 224, 225 or 226, and PHY 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or a physics offering.

## Minor in Astrophysics

**Advisers:** Suzan Edwards and James Lowenthal

The astrophysics minor is an *alternate option* for the 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 and 111.

## Honors

**Director:** Suzan Edwards or James Lowenthal

### AST 430D Honors Project
Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser. Full-year course. Credits: 8
*Members of the department*

Additional classes offered through the Five College Astronomy Department. See Five College website: https://www.fivecolleges.edu/astronomy/courses

**AST 200 Introduction to Data Science**
**AST 223 Planetary Science**
**AST 301 Writing about Astronomy**
**AST 330 Seminar: Topics in Astrophysics: Mars**
**AST 335 Astrophysics II: Stellar Structure**
**AST 339 Astronomy in a Global Context**
**AST 341 Observational Techniques II**
**AST 352/452 Astrophysics III: Galaxies and the Universe**
**AST 445 Astrophysical Dynamics**

Students who are considering a major in astronomy should complete PHY 117 and 118 and the mathematics sequence through Calculus II (MTH 112 at their first opportunity.

Good choices for first-year astronomy courses for science majors are AST 111 and 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. Students majoring in astronomy will normally take all their classes at Smith for the first two years of study, and then will normally take one or two astronomy classes per year at one of the other four campuses. Five College classes avail-

able for credit towards the major are listed below. Additional information, schedules, and registration for the Five College astronomy classes are available on the Five Colleges, Inc. website.

### 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
*Members of the department*
**Normally offered each fall**

### 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, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section. {N} {QS} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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
*Margaret Glynn Lysaght Thacher*
**Normally offered each fall**

### 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
*James Daniel Lowenthal*
**Normally offered each fall**

### 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 Daniel Lowenthal*
**Normally offered each spring**

### AST 214 Astronomy & Public Policy

This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course we will develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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 117, MTH 111, plus one astronomy class. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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 117, MTH 111, plus one astronomy class. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### AST 226 FC26 Cosmology

This course begins with the discovery of the expansion of the universe, and moves on to current theories of the expansion. We consider cosmological models and topics in current astronomy which bear upon them, including the cosmic background radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Prerequisites: One semester of calculus and one semester of some physical science; no astronomy requisite. This course requires registration through the Five College system. Offered at Amherst College. {N} Credits: 4
*James Daniel Lowenthal*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered each spring**

### AST 337 FC37 Observational Techniques in Optical and Infrared Astronomy

In this section of AST 337 we provide an introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on optical observations related to studying stellar evolution. Students use Smith's telescopes and CCD cameras to collect and analyze their own data, using the Python computing language. Topics covered include astronomical coordinate and time systems; telescope design and optics; instrumentation and techniques for imaging and photometry; astronomical detectors; digital image processing

tools and techniques; atmospheric phenomena affecting astronomical observations; and error analysis and curve fitting. Prerequisites: at least one of AST 224, 225, 226 or 228, and one physics course at the 200-level. Previous experience in computer programming is strongly recommended. {N} Credits: 4
*James Daniel Lowenthal*
**Normally offered each fall**

### 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: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### AST 430D Honors Project

Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser. Full-year course. Credits: 8
*Members of the department*
**Normally offered each fall**

# Biochemistry

**Professors**
Stylianos P. Scordilis, Ph.D. [**1] (Biological Sciences)
Steven A. Williams, Ph.D. [*1] (Biological Sciences)
David Bickar, Ph.D. (Chemistry)
Christine Ann White-Ziegler, Ph.D. [*1] (Biological Sciences)
Cristina Suarez, Ph.D., Chair [**1] (Chemistry)
Elizabeth Redding Jamieson, Ph.D. (Chemistry)

**Associate Professors**
David Gorin, Ph.D. (Chemistry)
Nathan D. Derr, Ph.D. (Biological Sciences)

**Assistant Professor**
Lesley-Ann Giddings, Ph.D. (Chemistry)

**Laboratory Instructor**
Scott David Edmands, Ph.D.

## The Major

**Foundation Courses:** BIO 132/133, 202/203, 230/231; CHM 111/111L (or 114/114L), 222/222L, 223/223L and 224/224L, or 118/118L, 222/222L and 223/223L; BCH 252/253.

**Upper-level Courses**
BCH 335 / 336 or CHM 332
BCH 352/353

One of the following physiology courses: BIO 200, 204, 206.
One of the following electives: BCH 317, 380, 390; BIO 306, 310, 322, 332; CHM 328, 338, 357, 369.

The S/U grading option is not allowed for courses counting toward the biochemistry major except for special studies.

Exemption from BIO 132/133 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 118/118L.

Students are advised to complete all the following foundational courses before the junior year: BIO 132/133, 202/203, CHM 111/111L (or 114/114L), 222/222L, 223/223L, and 224/224L or 118/118L, 222/222L, and 223/223L, 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 biochemistry or molecular biology 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 each 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 necessary for entrance into health professional programs, making the 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 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, Lesley-Ann Giddings, David Gorin, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Christine White-Ziegler and Steven Williams

**Honors Director:** David Gorin

#### BCH 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered each academic year**

#### BCH 432D Honors Project
Credits: 12
*Members of the department*
**Normally offered each academic year**

**Honors Requirements:** Same as for the major, with the addition of a research project in the senior year culminating in a written thesis, an oral examination in biochemistry and an oral presentation of the honors research. Please consult the director of honors or the departmental website for specific requirements and application procedures.

## Courses

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 113 Exercise, Biochemistry and Me
A non-majors introduction to the life sciences through the study of exercise physiology, biochemistry and muscle cell biology. Understanding skeletal muscle allows for the appreciation of how proteins generate organized movement, how energy is changed into force generation and how movements are coordinated. We will study the basics of muscle contractions and the conversion of sugars and fats into useful biological fuel to power motion. This course will encompass multiple levels of the study of life, from molecules to the whole organism. We will design and carry out experiments to understand how science works. Enrollment limited to 18. (E) {N} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

### 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 223/223L. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3
*Members of the department*
**Normally offered each spring**

### BCH 253 Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. {N} Credits: 2
*Members of the department*
**Normally offered each spring**

### BCH 317 Experimental Design in Bio-Molecular Engineering

Same as BIO 317. In recent years, new methods have been developed for interfacing with biological systems at the nanoscale, enabling a range of new experimental approaches. Many of these techniques make use of repurposed or reengineered biological building blocks. As a class, we will employ the Design Thinking approach to investigate a complex biological molecular machine and co-create a detailed written experimental plan for answering previously inaccessible question about the machine's molecular mechanisms. This course will require innovative, interdisciplinary thinking to approach authentic research questions. Note that this is not a lab class, but focuses on the intellectual work required before experimentation begins. Prerequisite: BCH 252. Enrollment limit of 16. (E) Credits: 3
*Members of the department*
**Expected to be offered in the next three years**

### BCH 335 Physical Chemistry of Biochemical Systems

The course focuses on the tools and methods used to study the physical chemistry of biological systems. Topics include thermodynamics and equilibria, solution properties, enzyme kinetics and membrane transport processes. Prerequisite: BCH 252 and CHM 224/224L. BCH 336 must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3
*Members of the department*
**Normally offered each spring**

### BCH 336 Physical Chemistry of Biological Systems Laboratory

This course emphasizes the tools and methods used to study the physical chemistry of biological systems. The laboratory will focus on the applications of experimental techniques in elucidating the principles of biochemical systems. Prerequisite: BCH 253 and CHM 224/224L. BCH 335 is a co-requisite for the course and must be taken concurrently. {N} Credits: 2
*Members of the department*
**Normally offered each spring**

### 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 224/224L. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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: 1
*Members of the department*
**Normally offered each fall**

### BCH 380 Seminar: Topics in Biochemistry

Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

*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
*Members of the department*
**Expected to be offered in the next 3 years**

### BCH 390 Biochemical Research Using Advanced Techniques

This is a course designed to provide students with an advanced capstone laboratory experience. Topics are varied and reflect the research expertise of the faculty teaching the course. Prerequisites: BCH 252 and 253. Enrollment limited to 12 by permission of the instructor. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### BCH 400 Special Studies

Must be taken S/U. Credits: 1–5
*Members of the department*
**Normally offered both fall and spring semesters**

### BCH 400D Special Studies

Variable credit (2 to 10) as assigned. Must be taken S/U. Credits: 1–5
*Members of the department*
**Normally offered each academic year**

### BCH 430D Honors Project

Credits: 8
*Members of the department*
**Normally offered each academic year**

### BCH 432D Honors Project

Credits: 12
*Members of the department*
**Normally offered each academic year**

## Biological Sciences and Chemistry Courses in the Major

### BIO 132 Molecules, Cells, and Systems

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 attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO

133) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 133 Research in Molecules, Cells, and Systems

This Laboratory Course introduces students to biological discovery and the biological research process. Students will gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of your own discoveries and results. Research projects vary with each Instructor. Prerequisite: BIO 132, (normally taken concurrently). {N} Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 200 Animal Physiology

In this course you will learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting and writing about the primary literature. Prerequisites: BIO 132/133 and CHM 111/111L or CHM 118/118L. Laboratory (BIO 201) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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 132/133 and CHM 222/222L. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each fall**

### 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 132 and CHM 111/111L or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. {N} Credits: 3
*Members of the department*
**Normally offered each spring**

### BIO 206 Plant Physiology

This 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, as well as plant and animals, impact plant communities and ecosystem processes. Prerequisites: A course in ecology, organismal biology, or environmental science. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology, and evolution. You will analyze the principal experimental findings that serve as the basis for our current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). You will examine the computational tools and rapidly expanding databases that have advanced contemporary biology. Prerequisites: BIO 132, or permission of the instructor. BIO 130 is a recommended prerequisite but not required. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1
*Members of the department*
**Normally offered each spring**

### 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: At least one of the following: BIO 202, 204 or 230. Laboratory (BIO 307) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include the activity of healthy cells of the central nervous system, function of proteins involved in neurotransmission, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular neuropharmacology, and molecular biology of neurological disorders. Prerequisites: NSC 210, BIO 200 and BIO 202, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses (including coronavirus, Ebola and HIV). 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, CRISPR, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is strongly recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. {N} Credits: 4

*Members of the department*

**Normally offered each fall**

### 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 this course cannot take either 111 or 224. Enrollment limited to 32. {N} Credits: 5

*Members of the department*

**Normally offered each fall**

### 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 are studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. {N} Credits: 4

*Members of the department*

**Normally offered each spring**

### CHM 223 Chemistry III: Organic Chemistry

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222 and successful completion of the CHM 222 lab. Enrollment limited to 16 per lab section. {N} Credits: 4

*Members of the department*

**Normally offered each fall**

### 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. Prerequisites: CHM 111/111L or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. {N} Credits: 4

*Members of the department*

**Normally offered each spring**

### CHM 328 Bioorganic Chemistry

Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223/223L. Enrollment limited to 18. {N} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### CHM 332 Physical Chemistry II

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). Prerequisites: CHM 118/118L or 224/224L, and MTH 112 or 114. {N} Credits: 5

*Members of the department*

**Normally offered each spring**

### 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 and so on are 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 222/222L and 223/223L. Credits: 4

*Members of the department*

**Normally offered in alternate years**

### CHM 357 Selected Topics in Biochemistry

Topics course.

*Pharmacology and Drug Design*

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal considerations relating to drug design, manufacture and use are also considered. Prerequisite: BCH 252 or permission of the instructor. {N} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### 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 223/223L and either CHM 118/118L or CHM 224/224L. Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

# Biological Sciences


**Professors**
Richard F. Olivo, Ph.D.
Stylianos P. Scordilis, Ph.D. [*†1]
Steven A. Williams, Ph.D. [*1]
Paulette M. Peckol, Ph.D.
Virginia Hayssen, Ph.D.
Laura Aline Katz, Ph.D. [†2]
Christine Ann White-Ziegler, Ph.D. [*1]
L. David Smith, Ph.D. [*†2]
Robert Dorit, Ph.D., Chair
Michael Joseph Barresi, Ph.D.

**Associate Professor**
Jesse Bellemare, Ph.D.
Nathan D. Derr, Ph.D. [*1]
Lisa A. Mangiamele, Ph.D. [†2]

**Assistant Professors**
Mariana Abarca, Ph.D.
Daniel M. Vahaba, Ph.D.
Rachel Wright, Ph.D.

**Senior Laboratory Instructor**
Gabriel P. Immerman, B.A.
Marney C. Pratt, Ph.D.
Lori Jean Saunders, Ph.D.
Jan AC Vriezen, Ph.D.

**Laboratory Instructors**
Judith Lidwina-Maria Wopereis, M.Sc.
Denise Lello, Ph.D.
Samantha Torquato, Ph.D.

**Research Associates**
Paul Robert Wetzel, Ph.D.

**Affiliated Appointments in Biology**
Annaliese K. Beery, Ph.D. [†1, †2]
Mary Harrington, Ph.D. [†1]
Timothy Johnson, Ph.D.
Sarah Jean Moore, Ph.D.


# The Major

*Certain changes to the Biology Major listed in this version are still pending CAP approval.*

The major in biological sciences provides a strong basis for understanding the breadth of disciplines in biology while enabling depth of study in one or more specialized fields. Within this general framework, students, in discussion with their adviser, should construct a course program that matches their interests guided by one the following 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 two semesters, students are encouraged to enroll in an appropriate core course (130/131 or 132/133) as well as chemistry (CHM 111 or 118).

**Basic Requirements for Tracks 1–4**
12 courses are required, plus laboratories. These include:

- Core courses: BIO 130, BIO 132, as well as either BIO 230 or BIO 232.
- CHM 111, 144 or 118.
- A course in statistics (SDS 220 recommended) note: because MTH 111 is a prerequisite for SDS 220, MTH 111 cannot count as a class outside of the major if SDS 220 is counted toward the BIO major.)
- Five additional upper-level BIO 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) that isn't one of the core courses (BIO 130, 131, 132, 133) can be counted as an elective.
- Five laboratory courses, including BIO 131 and BIO 133 and at least one 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 taken at any time, and one additional course taken in the 2020–2021 academic year, may be graded S/U. All relevant courses taken in Spring 2020 and graded S/U are also counted toward the major.

Note: Students receiving advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A Levels) may, in consultation with their adviser, substitute either BIO 130 or 132 with a 200- or 300-level course in the same subfield of biology as the course they are bypassing (e.g., a course in cell biology, physiology and development in lieu of BIO 132, or a course in biodiversity, ecology or conservation in lieu of BIO 130). Advanced placement credits cannot be used to bypass the introductory series lab courses (BIO 131 and BIO 133.)

## Track 1: Integrative Biology

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from tracks 2–4. At least one course from each of Tracks 2, 3 and 4 must be included in the program of study. Courses cross-listed in different tracks can only be counted once.

## Track 2: Cells, Physiology and Development

Students must complete a minimum of five 200- or 300-level courses as well as 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 Evolution, BCH 252 Biochemistry I

**300 level:** BIO 300 Neurophysiology, BIO 302 Developmental Biology, BIO 306 Immunology, BIO 308 Introduction to Biological Microscopy, BIO 310 Cellular and Molecular Bases of Learning and Memory, BIO 320 Colloquium on Molecular Medicine, BIO 321 Topics in Microbiology, BIO 322 Topics in Cell Biology, BIO 323 Topics in Developmental Biology, NSC 318 Systems Neurobiology

## Track 3: Genetics, Evolution and Molecular Biosciences

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from the following list:

**200 level:** BIO 230 Genomes and Genetic Analysis, BIO 232 Evolutionary, BIO 264 Plant Diversity and Evolution, BCH 252 Biochemistry I, GEO 231 Invertebrate Paleontology and the History of Life

**300 level:** BIO 302 Developmental Biology, BIO 306 Immunology, BIO 310 Cellular and Molecular Bases of Learning and Memory, BIO 321 Topics in Microbiology, BIO 332 Molecular Biology of Eukaryotes, BIO 334 Bioinformatics and Comparative Molecular Biology, BIO 336 Genomics, 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 313 Seminar in Organismal Neuroscience (Neuroethology)

## Track 4: Biodiversity, Ecology and Conservation

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from the following list:

**200 level:** BIO 200 Animal Physiology, BIO 206 Plant Physiology, BIO 232 Evolution, BIO 260 Invertebrate Diversity, BIO 264 Plant Diversity and Evolution, BIO 266 Ecology: Principles and Applications, BIO 268 Marine Ecology, BIO 272 Vertebrate Biology, GEO 231 Invertebrate Paleontology and Paleoecology

**300 level:** BIO 302 Developmental Biology, BIO 362 Animal Behavior, BIO 363 Animal Behavior Methods, BIO 364 Plant Ecology, BIO 366 Biogeography, BIO 370 Microbial Diversity, BIO 390 Topics in Environmental Biology, EGR 315 Ecohydrology, NSC 313 Seminar in Organismal Neuroscience (Neuroethology)

## Track 5: Biology and Education

Graduates receive a degree in biological sciences and may be able to complete the requirements for a Massachusetts teaching license for high school and middle school biology. While this track still requires the same total number of 12 courses to satisfy a biology major, careful selection of additional courses outside the major will be required to prepare you for completion of a MA state teaching licensure. This track is designed for the student who plans to become a secondary education teacher in biology. Students interested in this track should contact the coordinator of teacher education as soon as possible.

**A minimum of eight courses and four labs that count toward biological sciences are required, including:**

- All three core courses (BIO 130, 132, and either 230 or 232).
- Three additional courses: one each from tracks 2, 3 and 4, at least one of which is at the 300 level
- Four laboratories: two affiliated with the core courses (Bio 131, 133) and at least one at the 300 level.
- A course in statistics (MTH 220 recommended)
- Chemistry 111 or 118.

A total of four education-related courses are required to complete an emphasis in the learning sciences to satisfy this biology-education track.

Each of the following courses is required:

EDC 238 Introduction to the Learning Sciences
EDC 342 Growing Up American: Adolescents and Their Educational Institutions
EDC 347 Individual Differences Among Learners
EDC 390 The Teaching of Science, Engineering and Technology

**An important note:** To satisfy the requirements of MA state licensure in the teaching of biology (5th–8th grades or 8th–12th grades), the following additional courses should be taken as "outside major course credit":

EDC 211 Rethinking Equity and Teaching for English Language Learners
EDC 346 Clinical Internship in Teaching
EDC 352 Methods of Instruction

Consult closely with your adviser in biology to plan the inclusion of these license-required courses, as well as with your education adviser to stay abreast of any state regulatory changes that may impact the required curriculum.

# Study Abroad

The Department encourages students to seek out opportunities for study abroad that will enrich their trajectory through the major. These include options in the Smith Study JYA programs (Les Sciences à Paris), other Smith-approved study abroad opportunities during the academic year, and credit-bearing summer abroad options."

**Adviser for Study Abroad:** Students should consult their major adviser for any necessary study abroad information and signatures.

# The Minor

**Advisers:** Members of the department also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise six courses chosen in consultation with an adviser. These courses usually include at least one core course and must include one 300-level course. At least one laboratory course is required; one-credit or two-credit laboratories do not count as separate courses toward the minimum of six required courses. No more than one course designed primarily for non-majors may be included. One course from another department or program may be included provided that course is related to a student's particular interest in biology and is chosen in consultation with her adviser.

# 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 present talks on research goals, data collection and data analysis. This course is required for graduate students and must be taken both years. Credits: 2
*Members of the department*
Normally offered each fall

### BIO 510 Advanced Studies in Molecular Biology

Credits: 3-5
*Members of the department*
Normally offered both fall and spring semesters

### BIO 520 Advanced Studies in Botany
Credits: 3-5
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 530 Advanced Studies in Microbiology
Credits: 3-5
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 540 Advanced Studies in Zoology
Credits: 3-5
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 550 Advanced Studies in Environmental Biology
Credits: 3-5
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 590D Research and Thesis
This is a full-year course. Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

## 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: https://www.smith.edu/about-smith/health-professions-advising

## 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.

Courses in the biological sciences are divided into five main sections.
1. 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 biological sciences faculty to discuss appropriate paths through these courses.

# Introductory and Non Major Courses

### BIO 100 Human Origins: Disentangling the Myths and Facts that Surround the Evolution of Our Species
This course focuses on the origin and diversification of our species (Homo sapiens), with a focus on African origins and genetic diversity among extant populations. Using principles from evolution, topics covered include: 1) the relationship of humans to other primates; 2) the timing and location of the origin of modern humans; 3) the geographic history of humans, and the structure of contemporary human diversity; and 4) implications of human genetics/genomics for healthcare/medicine. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### BIO 101 Modern Biology for the Concerned Citizen
A course dealing with current topics in biology that are important in understanding important issues in 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, CRISPR technology, stem cell research, genetically modified organisms, bioterrorism, emerging infectious diseases (such as COVID-19, Ebola, Zika and West Nile), gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity, species extinction and de-extinction (resurrection biology) and others. The course includes outside readings and in-class discussions. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### BIO 106 Botanical Economies: Plants and People
Human life depends on the existence of plant resources. We will construct case studies of plant use across disciplines: taxonomy and evolutionary history; form and function; ecology and life history; human culture and economy; and conservation biology and policy. Combining readings, discussion, and lectures with active engagement with each week's focal species, we will ask: where is it from? what is its lifestyle? what role does it play in its community? what is the history of human use? what are the implications of that use for living populations, both plant and human? We will identify, quantify, harvest/collect, cook, and make. Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### BIO 122 Horticulture: Botany for Gardeners
Survey course in the fundamentals of horticulture and basic botany. Plant structure and function, nomenclature, nutrition, seed biology, propagation, pests and diseases, soils, compost and an introduction to biotechnology. Topics include growing fruits, vegetables, and herbs. Course requirements include exams, in-class discussions, and a book review. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. {N} Credits: 3
*Members of the department*
**Normally offered each spring**

### BIO 123 Horticulture: Botany for Gardeners Laboratory
Practical lab experiences in plant propagation, morphology, development and physiology, identification and treatment of diseases and insect pests, soils, seeds, and floral design. Use of the Lyman Conservatory, field trips, and winter/spring observation of outdoor plants are important components of the course. Course requirements include lab quizzes and an extended field observation phenology project. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. {N} Credits: 1
*Members of the department*
**Normally offered each spring**

### BIO 125 Plants in the Landscape Practicum

Experiential, field-based course that seeks to ground students in the planted landscape and nurture a sense of place. Identification, morphology and uses of landscape plants including annuals, perennials, woody shrubs and trees, evergreens and groundcovers. Horticultural practices such as pruning, division, hybridizing, bulb planting, close observation, and design basics. Discussions will consider equity and access, local food systems, ecosystem services, urban greening, and climate/sustainability. Field trips are an important component of the course. Projects include a field journal, short skill-share presentations, and a landscape design activity. Students who have already taken BIO 120/121 are not eligible to take BIO 125. Enrollment limit of 15 per section. {N} Credits: 2
*Members of the department*
**Normally offered each fall**

# Core Courses

**Required of all biological sciences majors**

BIO 130, 131, 132, and 133 are all required for the biological sciences major and may be taken in any order. However, it is recommended that they all be taken by the end of the sophomore year.

### BIO 130 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; principle threats to biodiversity; and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, we emphasize the relevance of diversity and ecological studies in conservation. Laboratory (BIO 131) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 131 Research in Biodiversity, Ecology, and Conservation

Pull on your boots and come explore local habitats that may include the Mill River, MacLeish Field Station, Smith campus Botanic Gardens, and local hemlock forests. Students will gain experience with a diversity of organisms by conducting research projects that can enhance their understanding of ecology and conservation. Students will practice the scientific process and document their work in a lab notebook. Research skills developed will include hypothesis development, data collection, statistical analysis, and presentation of results. Because research projects will vary seasonally, please see https://tinyurl.com/smith-bio131 for more information. Enrollment limited to 16. BIO 130 is recommended as a prerequisite or corequisite but is not required. (E) {N} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 132 Molecules, Cells, and Systems

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 attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 133) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 133 Research in Molecules, Cells, and Systems

This Laboratory Course introduces students to biological discovery and the biological research process. Students will gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of your own discoveries and results. Research projects vary with each Instructor. Prerequisite: BIO 132, (normally taken concurrently). {N} Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

## 200- and 300-Level Courses

### BIO 200 Animal Physiology

In this course you will learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting and writing about the primary literature. Prerequisites: BIO 132/133 and CHM 111 or CHM 118. Laboratory (BIO 201) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### BIO 201 Animal Physiology Laboratory

This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Prerequisite: BIO 200 (normally taken concurrently). {N} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 132/133 and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each fall**

### 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 132 and CHM 111 or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. {N} Credits: 3
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Normally offered each spring**

### BIO 206 Plant Physiology
This 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, as well as plant and animals, impact plant communities and ecosystem processes. Prerequisites: A course in ecology, organismal biology, or environmental science. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### BIO 207 Plant Physiology Laboratory
The laboratory is a course-based research experience addressing how plant physiology responds to climate change. The Lyman Plant House provides the ideal setting for growing plants under real life climate change scenarios. Students gain hands-on experience with sophisticated instrumentation and techniques used to measure micro-climate, plant-water relations, gas exchange (photosynthetic rate and respiration), nutrient allocation and stable isotope variation. Additionally, students will use RStudio for data visualization, data exploration and data analysis. {N} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### BIO 230 Genomes and Genetic Analysis
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology, and evolution. You will analyze the principal experimental findings that serve as the basis for our current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). You will examine the computational tools and rapidly expanding databases that have advanced contemporary biology. Prerequisites: BIO 132, or permission of the instructor. BIO 130 is a recommended prerequisite but not required. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1
*Members of the department*
**Normally offered each spring**

### BIO 232 Evolution and Genetics
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 130 or BIO 132 or permission of the instructor. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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. Enrollment limit of 20. {N} Credits: 3
*Members of the department*
**Normally offered each spring**

### BIO 261 Invertebrate Diversity Laboratory
This laboratory examines relationships between invertebrate form and function and compares diversity within and among major body plans using live and preserved material. Students observe and document invertebrate structure, life cycles, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. Enrollment limit of 20. {N} Credits: 2
*Members of the department*
**Normally offered each spring**

### 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 is 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 is guided by recent phylogenetic studies and we make use of the outstanding living collections in the Lyman Plant House. Prerequisite: BIO 130 (154). BIO 265 must be taken concurrently. Enrollment limit of 20. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### BIO 265 Plant Diversity and Evolution Laboratory
This lab introduces students to plant morphology and identification through hands-on work with plant material. In addition, we focus on local native plants and the outstanding botanical collections in the Lyman Plant House. Field trips to other sites of botanical interest in the region are also taken. BIO 264 must be taken concurrently. Enrollment limit of 20. {N} Credits: 1
*Members of the department*
**Normally offered in alternate years**

### BIO 266 Ecology: Principles and Applications
This general ecology course provides a conceptual foundation for understanding ecological processes, from population dynamics to ecosystem function. Fundamental ecological concepts are covered within the context of current environmental challenges arising from global change. This framing illuminates how population dynamics, community composition and trophic interactions affect ecosystem function and ecosystem services. Prerequisites: Bio 130 or permission from instructor. Enrollment limited to 18. {N} Credits:4
*Members of the department*
**Normally offered each fall**

### BIO 267 Ecology: Principles and Applications Lab
This general ecology laboratory course provides hands-on experience in the conception and execution of ecological experiments in the field. Students

will participate in study design, data curation, analysis, and interpretation. All statistical analyses will be conducted in R. Requisites: This course must be taken in conjunction with Bio 266. Enrollment limited to 18. {N} Credits:1
*Members of the department*
**Normally offered each fall**

### 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 130 (154) (or equivalent), or permission of the instructor. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. {N} Credits: 3
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each fall**

### 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. No Prerequisites. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Normally offered each spring**

### BIO 300 Neurophysiology

Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202 or NSC 210. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### BIO 302 Developmental Biology

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using "flipped classroom" approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 132, and BIO 202 or BIO 230; BIO 130 is suggested. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### BIO 303 Research in Developmental Biology

Students design and carry out their own experiments focused on the processes underlying embryonic development using the zebrafish 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. Significant time will be dedicated to the training and use of Smith College's Light-sheet Fluorescent Microscope, which will allow students to collect high resolution, 3D images of live cells, tissues, and whole embryos developing over time! This laboratory is designed as a true research experience and thus requires time outside of the normally scheduled lab period. Enrollment limited to 18. {N} Credits: 3
*Members of the department*
**Normally offered each fall**

### 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: At least one of the following: BIO 202, 204 or 230. Laboratory (BIO 307) is recommended but not required. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered each fall**

### BIO 308 Introduction to Biological Microscopy

The theory, principles and techniques of light (fluorescence, confocal, TIRF) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and image analysis. Particular attention is 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 9. {N} Credits: 3
*Members of the department*
**Expected to be offered in the next 3 years**

### 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, TIRF) and electron (transmission and scanning) microscopy. The specific advantages and complementary type of data generated by each instrument are 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 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 9. {N} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

## BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include the activity of healthy, injured, and diseased neurons and glia of the central nervous system, function of proteins involved in neuro and glial transmission, molecular neuropharmacology, and cellular and molecular biology of neurological disorders. Prerequisites: NSC 210, BIO 200 and BIO 202, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

## BIO 314 Topics in Advanced Microscopy Techniques for Research

Instrument specific topics course designed and highly recommended for research students (special studies, honors, SURF, etc.) who will require future access to microscope equipment in the Center for Microscopy and Imaging (CMI). Students will discuss their need for the microscope system of their choice for their research project by preparing and presenting short presentations and a poster (or alternative format). Group or individual demonstration sessions are required to learn about the principles and operating parameters of a microscope system (see topics). Digital imaging and image analysis techniques will be discussed. Evaluation will be through engagement in assigned activities. 400 level work cannot overlap with this course work. Enrollment limited to 6 per topic. Graded S/U only.

*Laser Scanning Confocal Microscope (LSCM)*
The LSCM is used to study fluorescently labelled live or fixed cells, tissues, and small organisms. By blocking the out-of-focus light, the image quality is improved compared to widefield fluorescence microscopy. Optical sections of materials can be collected and used to reconstruct the three-dimensional structure. Mechanical and optical components will be reviewed and operational parameters improving image quality covered. Instruction includes lectures, demonstrations, discussions and hands-on activities and will count towards some of the CMI training to become an independent microscope user. Only one topic per semester can be selected. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Total Internal Reflection Fluorescence Microscope (TIRFM)*
The TIRFM is used to study fluorescently labelled molecules in a very thin region of the sample adjacent to the coverglass. With a depth of up to ~100nm, this technique is well-suited to examine, for example, individual molecules, cell membranes, and other cell surface components and processes. Mechanical and optical components will be reviewed and operational parameters for improving image quality will be covered. Instruction includes lectures, demonstrations, discussions and hands-on activities and will count towards some of the CMI training to become an independent microscope user. Only one topic per semester can be selected. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Scanning Electron Microscopy (SEM)*
The SEM is used to examine small surface features of both biological and non-biological materials. By using a beam of electrons, a resolution of 3-10nm can be achieved. Besides high-resolution surface topography, compositional information about a sample can be collected when SEM is equipped with an X-ray detector. Mechanical and optical components will be reviewed and operational parameters improving image quality covered. Instruction includes lectures, demonstrations, discussions and hands-on activities and will count towards some of the CMI training to become an independent microscope user. Only one topic per semester can be selected. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Transmission Electron Microscopy (TEM)*
The TEM is used to study morphological features of large molecules, cells, tissues, small organisms, and particles at a resolution of 0.3 nm. Ultrathin sections (~100nm) need to be cut to study internal features of cells and tissue. Negative staining techniques can be applied to observe large molecules, small organisms, and particles. Mechanical and optical components will be reviewed and operational parameters improving image quality covered. Instruction includes lectures, demonstrations, discussions and hands-on activities and will count towards some of the CMI training to become an independent microscope user. Only one topic per semester can be selected. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

## BIO 317 Experimental Design in Bio-Molecular Engineering

Same as BCH 317. In recent years, new methods have been developed for interfacing with biological systems at the nanoscale, enabling a range of new experimental approaches. Many of these techniques make use of repurposed or re-engineered biological building blocks. As a class, we will employ the Design Thinking approach to investigate a complex biological molecular machine and co-create a detailed written experimental plan for answering previously inaccessible questions about the machine's molecular mechanisms. This course will require innovative, interdisciplinary thinking to approach authentic research questions. Note that this is not a lab class, but focuses on the intellectual work required before experimentation begins. Prerequisite: BCH 252. Enrollment limit of 16. (E) Credits: 3
*Members of the department*
**Normally offered each spring**

## BIO 321 Seminar: Topics in Microbiology

Topics course.

*Infectious Disease Epidemiology and the Science of Public Health*
This seminar takes an interdisciplinary approach to understanding emerging and resurgent infectious diseases. We focus on those aspects of the biology of hosts and pathogens that drive the transmission of diseases, on the ecological factors (migration, climate change, population growth) that contribute to the spread of disease, and on the epidemiological approaches that measure the spread and impact of infectious agents. Ultimately, the seminar seeks to establish an evidence-driven framework for rational public health decision-making at the local, national and global levels. {N} Credits: 3
*Members of the department*
**Expected to be offered in the next 3 years**

*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
*Members of the department*
**Expected to be offered in the next 3 years**

## BIO 322 Topics in Cell Biology

Topics course.

*Synthetic Biology and Bionanotechnology*
An investigation of the emerging fields of synthetic biology and bionanotechnology drawn from semi-popular and primary research literature. In this seminar, we focus on the central question of what can be achieved by approaching biology 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 enhanced 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 potential application of these techniques in the diagnosis and treatment of disease. Prerequisite: BIO 202 or 230 or permission of the instructor. {N} Credits: 3
*Members of the department*
**Normally offered in alternate years**

### BIO 323 Seminar: Topics in Developmental Biology

Topics course.

*Building a Brain*
The brain is arguably one of the most significant frontiers next to be explored. An important perspective to reveal insight about the brain's structure and function is to study how it is first formed. We know the central nervous system is compartmentalized along the various body axes, however many mysteries still persist on how this structural pattern develops. Interestingly, many neurological disorders and brain cancers show remarkable similarity to processes known to operate during embryonic brain development. This seminar will explore the cellular and molecular mechanisms underlying embryonic brain development from its inception to its first action potentials and even the changes that have occurred to influence evolution of the central nervous system. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create publicly accessible short videos focused on different aspects of brain development. Prerequisites: BIO 132 and at least one upper-level BIO course. BIO 200, 202, 230, 234, and 302 are recommended. May not be repeated for credit. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### BIO 330 Research in Cellular Neurophysiology

A laboratory course on electrophysiological methods in neuroscience. Part I, Basic techniques (electronics, microelectrodes, suction electrodes, pin electrodes) for recording resting, action and receptor potentials. Part II: Investigating a central pattern generator that produces repetitive movements. Part II employs computer-based data acquisition and pharmacological treatments, and involves a self-designed research project. The course includes a discussion of articles and reviews each week. For the syllabus and videos of procedures, see the open website: tinyurl.com/SmithBio330. Prerequisite: NSC 210 or BIO 300 or BIO 310. Enrollment limit 12. {N} Credits: 2
*Members of the department*
**Normally offered each spring**

### BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses (including coronavirus, Ebola and HIV). 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, CRISPR, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Prerequisite: BIO 230. Laboratory (BIO 333) is strongly recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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: CRISPR, RNA interference, DNA sequence analysis, RT-PCR, genomics, bioinformatics and others. Enrollment limited to 16. Prerequisite: BIO 332 (should be taken concurrently) and BIO 231. {N} Credits: 1
*Members of the department*
**Normally offered each fall**

### BIO 334 Bioinformatics and Comparative Molecular Biology

This course focuses on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Topics include the quantitative examination of genetic variation; selective and stochastic forces shaping proteins and catalytic RNA; data mining; comparative analysis of whole genome data sets; comparative genomics and bioinformatics; and hypothesis testing in computational biology. We explore the role of bioinformatics and comparative methods in the fields of molecular medicine, drug design, and in systematic, conservation and population biology. Prerequisite: BIO 132, or BIO 230, or BIO 232, or permission of the instructor. Laboratory (BIO 335) is strongly recommended but not required. {N} Credits: 3
*Members of the department*
**Normally offered each fall**

### BIO 335 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
*Members of the department*
**Normally offered each fall**

### BIO 336 Genomics

Ongoing developments in high-throughput sequencing technologies have made genomic analysis a central feature of many scientific disciplines, including forensics, medicine, ecology, and evolution. This course will review the scope and applications of genome sequencing projects. After completing the course, students will be prepared to design a high-throughput sequencing project and interpret the results of genomic analysis. Prerequisite: BIO 230, BIO 232, or permission of the instructor. {N} Credits: 3
*Members of the department*
**Normally offered each fall**

### BIO 337 Genomics Lab

This lab will cover genomic analysis pipelines from nucleic acid isolation to sequence analysis in Linux and R environments. Students will independently design and execute a high-throughput sequencing experiment to measure genetic variation in natural populations. Prerequisite: BIO 230, BIO 232, or permission of the instructor. Genomics Lecture (BIO 336) normally taken concurrently. {N} Credits: 2
*Members of the department*
**Normally offered each fall**

## BIO 350 Seminar: Topics in Molecular Biology

Topics course.

*Quantitative Genetics*

Unlike Mendel's round or wrinkled peas, many biological traits exhibit more than two distinct forms. Quantitative genetics allows the study of continuously varying traits through statistical models that incorporate interactions between multiple genetic loci and the environment. Ongoing improvements in high-throughput DNA sequencing are revealing genetic mechanisms underlying human traits, such as predisposition to disease. In-class reviews of classic and contemporary literature in quantitative genetics will serve as a foundation for a final project wherein students will conduct a thorough analysis for a quantitative trait of interest. Prerequisite: BIO 230, BIO 232, or permission of the instructor. {N} Credits: 3

*Members of the department*

**Normally offered each spring**

*Application of Molecular Biology to the Study of Infectious Diseases*

This seminar focuses on the study of neglected tropical diseases (NTDs) and parasitic and viral diseases that are of great concern in the public health community. The spread of diseases such as COVID-19, Ebola, Chikungunya, Dengue Fever, West Nile, SARS, avian influenza, malaria, river blindness and many others is a worrisome trend aggravated by global climate change. What can we learn from the great pandemics of the past and present (COVID-19, the great influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21, and others)? How can modern biotechnology be applied to the development of new drugs and vaccines to prevent such pandemics in the future? In addition to natural infections, we now must also be concerned with rare diseases such as anthrax and smallpox that may be introduced to large populations by bioterrorism. The challenges are great but new tools of molecular biology (CRISPR, gene drives, genomics, proteomics, RNA interference, next-generation sequencing and others) provide unprecedented opportunities to understand infectious diseases and to develop new strategies for their elimination. Prerequisite: BIO 230 or permission of the instructor. {N} Credits: 3

*Members of the department*

**Normally offered each spring**

## BIO 351 Topics in Evolutionary Biology

Topics course.

*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 write an independent research paper on a topic of their choice. Prerequisite: BIO 230, 232 or permission of the instructor. {N} Credits: 3

*Members of the department*

**Normally offered in alternate years**

*Evolution of Mammalian Reproduction: A Female Perspective*

This seminar explores the diversity of reproduction in mammals from genetics to environmental adaptations, but all from the perspective of female mammals. How does the female perspective change the way we think about reproduction? For instance, conception vs fertilization; embryo rejection vs miscarriage. We cover basic concepts as well as the biases and assumptions present in the study of mammalian reproduction. Prerequisite BIO 130 (154) or permission of the instructor. {N} Credits: 3

*Members of the department*

**Expected to be offered in the next 3 years**

## 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

*Members of the department*

**Normally offered in alternate years**

## BIO 363 Research in Animal Behavior

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

*Members of the department*

**Normally offered in alternate years**

## 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

*Members of the department*

**Normally offered each fall**

## 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 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

*Members of the department*

**Normally offered each fall**

## 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 are considered. Fundamental differences between terrestrial and marine biogeography are highlighted. Prerequisite: a course in ecology, evolution, or organismal biology or permission of the instructor. {N} Credits: 4

*Members of the department*

**Normally offered in alternate years**

## BIO 370 Microbial Diversity

This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic lineages. The first weeks of lecture cover the origin of life on Earth, and the diversification of bacteria and archaea. From there, we focus on the diversification of eukaryotes, examining the many innovations that mark some of the major clades of eukaryotes. Evaluation is based on a combination of class participation, short writings and an independent research paper. Prerequisite: BIO 230 or 232 or permission of the instructor. Laboratory (BIO 371) is strongly recommended but not required. {N} Credits: 3

*Members of the department*

**Normally offered each spring**

### BIO 371 Microbial Diversity Laboratory

This research-based lab allows students to explore the eukaryotic microbiomes associated with various environments on campus, including the greenhouse and marine aquaria. Students in the course will master the basics of light microscopy, PCR, and analyses of high-throughput sequencing data. Students will also use the scanning electron microscope to survey their communities. The work in the course culminates in a poster presentation on the discoveries of the semester. A one-hour weekly lab meeting is scheduled in addition to the three-hour lab period. BIO 370 must be taken concurrently. {N} Credits: 2
*Members of the department*
**Normally offered each spring**

### BIO 380 Science in the Public Eye

This seminar introduces students to the fundamentals of science communication for a range of public audiences through written, oral, and visual media. Students will become effective science communicators and learn the skills needed to translate and articulate complex information. Students will select a research topic of their own choosing to focus on throughout the semester. In addition to class readings, videos, and podcasts, students will attend local and digital STEM talks in order to learn from authentic public discourse experiences and analyze elements of effective science communication "in the wild." Permission of instructor is required. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### BIO 390 Seminar: Topics in Environmental Biology

Topics course.

*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
*Members of the department*
**Normally offered each spring**

*Investigations in Conservation Biology*
Conservation biology combines ecological and evolutionary principles with resource management, the social sciences, and ethics to understand, manage, and maintain biodiversity. This seminar is designed to familiarize students with the questions conservation biologists ask and the methods they use to conserve life on Earth. Students engage in problem-solving exercises that examine a conservation-related question at the genetic, population, community, landscape, or ecosystem level and employ a suitable analytical technique or strategy to address the question. Students discuss a related article from the primary literature to illustrate the use of the technique. Prerequisite: permission of the instructor. {N} Credits: 3
*Members of the department*
**Normally offered in alternate years**

# Independent Research

### BIO 400 Special Studies

Credits: 1–5
*Members of the department*
**Normally offered both fall and spring semesters**

# Honors

**Director:** Nathan Derr

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

### BIO 430D Honors Project

Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 432D Honors Project

Credits: 12
*Members of the department*
**Normally offered both fall and spring semesters**

# Book Studies Concentration

**Advisory Committee**
Marnie S. Anderson, Ph.D., Associate Professor of History
Lindsey Clark-Ryan, M.F.A., Associate Professor of Art
Lily Gurton-Wachter, Ph.D., Associate Professor of English Language & Literature **1
Tim Johnson, Director of the Botanic Garden
Barry Moser, B.S., Irwin & Pauline Alper Glass Professor of Art
Jessica Moyer, Ph.D., Assistant Professor of Chinese
Elizabeth Myers, Ph.D. , Director of Special Collections
Douglas Lane Patey, Ph.D., Sophia Smith Professor of English Language & Literature
Cornelia D.J. Pearsall, Ph.D., Professor of English Language & Literature †2
Andrea Stephanie Stone, Ph.D., Associate Professor of English Language & Literature *1
Shannon K Supple, M.L.I.S. J.D., Curator of Rare Books
Lynne M. Yamamoto, M.A., Jessie Wells Post Professor of Art †1

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 Collection and the wealth of book artists and craftspeople of the Pioneer Valley. Through classroom study, field projects and independent research, they learn about the history, art and technology of the "book," broadly defined to extend from oral literature to papyrus scrolls to manuscripts, printed books and digital media. Book studies concentrators design capstone projects in a wide variety of areas that include medieval manuscripts, early and fine printing, book illustration, children's picture books, the book trade, artists' books, censorship, the history of publishing, the secrets of today's bestsellers, the social history of books and literacy, the history of libraries and book collecting, and the effects of the current digital revolution on the material book. Complete details about the concentration are available at www.smith.edu/bookstudies/

## Requirements

The concentration is composed of six courses. In addition to taking the gateway course and the senior capstone experience, a student must take one required core course and three electives, chosen to support their area of focus. In addition, students are required to complete two practical experiences or internships in some field of book studies. The combined coursework will total no fewer than 19 credits; the internships/practical experiences carry no credit.

### 1. The gateway course (1 credit)

#### BKX 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
*Members of the department*
**Normally offered each interterm**

### 2. Required core course (4 credits)

#### ENG/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 cutlure. The 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 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.

### 3. Three electives (total of 12 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. At least one of the courses must engage with the materials and process involved in creating physical books, such as typography, book arts, or printmaking.

### 4. Two practical experiences

### 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 may or may not serve as the sponsor for the project; topics for this capstone project is decided in concert with the student's adviser and vetted by the concentration's director. The seminar meets 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
*Members of the department*
**Normally offered each academic year**

# 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

| | |
|---|---|
| AMS 302 | Seminar: The Material Culture of New England, 1630–1860 |
| ARH 268 | The Artist's Book in the 20th Century |
| ARH 247 | Colloquium: The Art and History of the Book |
| ARS 275 | The Book: Theory and Practice I |
| WLT 100 | Introduction to Comparative Literature: The Pleasures of Reading |
| WLT 177 | Journeys in World Literature |
| EAL 235 | Class, Gender and Material Culture in Late Imperial China |
| EDC 338 | Children Learning to Read |
| ENG 202 | Western Classics in Translation, from Homer to Dante |
| ENG 238 | What Jane Austen Read: The 18th-Century Novel |
| ENG 243 | The Victorian Novel |
| ENG 250 | Chaucer |
| ENG 256 | Shakespeare |
| ENG 283 | Victorian Medievalism |
| ENG 285 | Introduction to Contemporary Literary Theory |
| ENG 293 | The Art and History of the Book |
| ENG 312 | Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860 |

## 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 Minor

**Core faculty at Smith**
Jay Garfield, Jamie Hubbard, Andy Rotman (Director, 2021–2022)

**Other faculty members at Smith who teach courses related to Buddhist studies**
Nalini Bhushan, Suzanne Gottschang, Yanlong Guo, Leslie Jaffe, Sabina Knight, Kimberly Kono [**2], Ruth Ozeki, Sujane Wu

**Five College faculty in Buddhist studies include**
*Hampshire College:* Sue Darlington, Alan Hodder
*Amherst College:* Maria Heim, Sam Morse
*Mount Holyoke:* Suzanne Mrozik, Ajay Sinha
*UMass Amherst:* Stephen Miller, Reiko Sono

A minor 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, and 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. Complete details about the Buddhist studies program are available at www.smith.edu/buddhism/

## Requirements

BUS 120 The Study of Buddhism is required of all Buddhist studies minors. The minor also requires 24 additional credit hours drawn from at least two disciplines, including anthropology, art history, literature, philosophy, religion and sociology, or others where appropriate, chosen in consultation with the minor adviser. Buddhist studies is interdisciplinary, and students must understand multiple approaches to the field in order to study it successfully.

Students should study Buddhism as it is practiced in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West. Buddhism is constituted differently in different cultures, and it is important to understand this diversity in order to make sense of Buddhism's development and dissemination.

The minor should comprise study of both classical and contemporary Buddhism. The Buddhist tradition cannot be understood without an appreciation of its rich history and evolution. Nevertheless, any understanding of Buddhism would be incomplete without a sense of its contemporary manifestations and role in world culture.

No language study is required for the minor. A maximum of 8 credits towards the minor may be satisfied by the study of a language relevant to Buddhist studies (to be approved by the minor adviser). This language might be a canonical language, or a modern language that facilitates research in Buddhism. Buddhist studies relies on linguistic competence, and students who intend to pursue graduate studies in Buddhist studies are strongly encouraged to study languages. Credit for language will only be given for courses at the second-year level or above.

At least 8 credits in the minor must be taken at Smith; up to 12 credits of overseas study may be counted. The minor requires one seminar addressing a topic in Buddhist studies.

## Courses

### BUS 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 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 meets during the first half of the semester only. Graded S/U only. {H} Credits: 1
*Members of the department*
**Normally offered each fall**

### BUS 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/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. {H} {N} {S} Credits: 4
*Members of the department*
**Normally offered each interterm**

### BUS 400 Special Studies in Buddhist Studies
Admission by permission of the director of the Buddhist studies program. Normally, enrollment limited to Buddhist studies minors only. (E) Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

## Elective Courses

The following course offered at Smith College in 2021–22 can be counted as electives in the Buddhist studies minor:

### ANT 274 The Anthropology of Religion
*Pinky Hota*
**Normally offered each academic year**

### ARH 280 Art Historical Studies

*Meditation In Caves: Buddhist Grottoes in East Asia*
*Members of the department*
**Expected to be offered in the next 3 years**

### PHI 252 Buddhist Philosophy: Madhyamaka and Yogacara
*Jay Lazar Garfield*
**Expected to be offered within the next 3 years**

### REL 164 Buddhist Meditation
*Jamie Hubbard*
**Expected to be offered in the next 3 years**

### REL 171 Introduction to Contemporary Hinduism
*Andy Rotman*
**Expected to be offered in the next 3 years**

### REL 261 Colloquium: Buddhism and Social Justice
*Anh Tran*
**Expected to be offered within the next 3 years**

### REL 279 Zen Buddhism and Japanese Culture
*Jamie Hubbard*
**Expected to be offered within the next 3 years**

There are also many Buddhism-related courses offered at Smith College and throughout the Five Colleges.

# Chemistry

**Professors**
David Bickar, Ph.D.
Katherine Lynn Queeney, Ph.D. †1
Kevin Michael Shea, Ph.D. †1
Cristina Suarez, Ph.D. **1
Elizabeth Redding Jamieson, Ph.D., Chair

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

**Associate Professors**
David Gorin, Ph.D.
Maren Buck, Ph.D. †2

**Assistant Professors**
Andrew Berke, Ph.D.
LesleyAnn Giddings, Ph.D.
Alexandra Strom, Ph.D. *2

**Senior Lecturer Emeritus**
Lale Aka Burk, Ph.D.

**Senior Laboratory Instructors**
Rebecca Thomas, Ph.D.
Mohini S. Kulp, Ph.D.

**Laboratory Instructors**
Maria E. Bickar, M.S.
Joseph Yeager, Ph.D.
Scott David Edmands, Ph.D.

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

## The Major

**Advisers:** Members of the department

**Adviser for Study Abroad:** Maria Bickar

**Required courses:** 111/111L (or 114/114L), 222/222L and 224/224L (or 118/118L and 222/222L); three of the following four courses: 223/223L, 331, 332 and 363; two of the following three advanced lab courses: 326, 336 and 346 and additional elective courses (options listed below) to equal a total of 10 courses.

Elective courses may be:
any CHM course at the 300 level or above, or any course from the following list: BCH 252, BCH 352, GEO 301, PHY 319, PHY 327, PHY 360 (topic-dependent).

Independent research (CHM 400, 430 or 432) worth 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, with the exception of CHM 400.

Students planning graduate study in chemistry are advised to work with their adviser to identify 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 (a) two semesters of research (400, 430 or 432), (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the eligibility requirements of the American Chemical Society 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:** 111/111L (or 114/114L), 222/222L and 224/224L (or 118/118L and 222/222L), one additional course with a laboratory component (223/223L, 332, 326, 336 or 346), and enough electives (one or two) to fulfill a total of five chemistry courses. Electives may be a 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 Gorin

### CHM 430D Honors Project
Offered every year (Fall and Spring) Credits: 8

### CHM 432D Honors Project
Offered every year (Fall and Spring) Credits: 12

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

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 111/111L or 118/118L) as first-year students and to complete MTH 112 as early as possible.

All intermediate courses require CHM 111/111L (or 114/114L), 118/118L 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 of study.

### CHM 100 Perspectives in Chemistry
Topics course. Enrollment limit of 16.

*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 along with examples from the Smith College Museum of Art. Course meetings take place in the museum and consist of lecture, discussion and demonstration. Enrollment limited to 16. {A} {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### CHM 108 Environmental Chemistry

Same as ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111L {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### CHM 111L Chemistry I Laboratory

Lab course accompanying CHM 111. Students will be introduced to and practice stoichiometry skills, basic laboratory techniques and laboratory safety. Precipitation reactions and visible light spectroscopy will be introduced as techniques to analyze the composition of solutions qualitatively and quantitatively. A guided inquiry group project will practice the scientific process and culminates in writing an individual scientific report and a group oral presentation. Each student will also keep a laboratory notebook. Sections are offered at different times as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Enrollment limited to 16 per section. Corequisite: CHM 111 {N} Credits: 1
*Members of the department*
**Normally offered each fall**

### 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 course prepares students for CHM 222/223 and replaces both CHM 111 (or 114) and 224. A student who passes this course cannot take either 111, 114 or 224. Enrollment limited to 48. Corequisite: CHM 118L {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### CHM 118L Advanced General Chemistry Laboratory

Lab Section for CHM 118. This course is for students with a very strong background in chemistry and provides a foundation in basic lab technique, particularly for quantitative analytical measurements. It begins with an introduction to light as a tool for investigating aspects of chemical systems such as acid/base behavior and metal-ligand chemistry. The second half of the lab consists of a project module where students will develop greater independence in their chemistry skills while investigating the behavior of one particular chemical system in depth. Each student will also learn to keep a laboratory notebook, prepare scientific reports and presentations, and work safely in a chemical environment. Enrollment limited to 16 per lab section. Corequisite: CHM 118 {N} Credits: 1
*Members of the department*
**Normally offered each fall**

### 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 are studied in depth. Prerequisite: CHM 111/111L, CHM 114/114L, or CHM 118/118L (or equivalent). Corequisite: CHM 222L. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture (CHM 222) and a lab (CHM 222L) section that fit their course schedule. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### CHM 222L Chemistry II Laboratory

Lab section for CHM 222. An introduction to the basic techniques of the organic chemistry laboratory. By doing an organic synthesis students will learn how to set up a reflux, then extract and purify the product. Characterization of the product will introduce melting point and thin-layer chromatography, with the opportunity to interpret IR and NMR spectra in a practical setting. Molecular modeling will be combined with laboratory data in simple mechanism studies. Each student will write at least one laboratory report and keep a laboratory notebook. Sections are offered at different times as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Enrollment limited to 16 per section. Prerequisites: CHM 111/111L, CHM 114/114L, or CHM 118/118L (or equivalent). Corequisite: CHM 222 {N} Credits: 1
*Members of the department*
**Normally offered each spring**

### CHM 223 Chemistry III: Organic Chemistry

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222/222L. Corequisite: CHM 223L. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### CHM 223L Chemistry III Laboratory

Lab section for CHM 223. A continuation of CHM 222L where students will learn and use basic techniques of the organic chemistry laboratory. Students will learn how to set up and run a distillation. Characterization of the product will introduce gas chromatography and continue to use IR, NMR and TLC techniques. This course will focus on mechanism studies where the students will be able to apply materials learned in the course to solve problems in the lab. The semester will end with a capstone project of their choosing. Each student will write at least one laboratory report and keep a laboratory notebook. Sections are offered at different times as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Enrollment limited to 16 per section. Prerequisites: CHM 222/222L (or equivalent). Corequisite: CHM 223 {N} Credits: 1
*Members of the department*
**Normally offered each fall**

### 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. Prerequisites: CHM 111/111L (or CHM 114/114L) and MTH 111 (or equivalent). {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### CHM 224L Chemistry IV Laboratory

Lab section for CHM 224. This final laboratory course in the chemistry core sequence covers experiments in topics such as the quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Students will typically design at least one independent lab experiment over the course of the semester and present the results of their analysis to their peers. There is a strong focus on both written and oral scientific communication skills. Sections are offered at different times as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Enrollment limited to 16 per lab section. Prerequisites: CHM 111/111L (or CHM 114/114L) and MTH 111 (or equivalent). Corequisite: CHM 224. {N} Credits 1
*Members of the department*
**Normally offered each spring**

### CHM 312 Polymer Chemistry

Polymeric materials are ubiquitous in our society and play a vital role in many of the technologies that we use on a daily basis (e.g., clothing, electronic devices, drug formulations, medical implants). Chemistry is central to the development of new materials for advanced technologies and this course will provide an introduction to the fields of polymer chemistry and macromolecular assembly. Topics include methods and mechanisms in polymer synthesis and assembly, characterization of polymer structure and properties, and applications of polymers. Special focus will be given to polymers used in biomedical applications. Prerequisite: CHM 111/111L, CHM 114/114L or 118/118L and CHM 222/222L. An understanding of basic chemical principles and an introduction to organic chemistry will be necessary for students to understand topics in polymer chemistry. Enrollment limited to 15. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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: 223/223L. Enrollment limited to 24. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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: CHM 223/223L. Enrollment limited to 15. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### CHM 328 Bioorganic Chemistry

Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Topics include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: 223/223L. Enrollment limited to 18. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CHM 331 Physical Chemistry I

Quantum chemistry: an introduction to quantum mechanics, the electronic structure of atoms and molecules, with applications in spectroscopy. Prerequisites: 118/118L or 224/224L and MTH 112 or MTH 114; strongly recommended: MTH 212 or PHY 210, and PHY 115 or PHY 117. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### CHM 332 Physical Chemistry II

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). The course also includes a laboratory featuring experiments in calorimetry, polymer thermodynamics, real-time equilibrium measurements via NMR, and chemical simulations. Prerequisites: CHM 118/118L or 224/224L, and MTH 112 or 114. {N} Credits: 5
*Members of the department*
**Normally offered each spring**

### 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 111–224) 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: 222/222L or permission of the instructor. Enrollment limited to 16. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 and so on are 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 222/222L and 223/223L. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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 as microwave- and ultrasound-assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports required. Prerequisite: CHM 224/224L or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### CHM 357 Selected Topics in Biochemistry

Topics course.

*Pharmacology and Drug Design*
An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is used to examine drug binding and to assist in

designing a new or modified drug. Some of the ethical and legal considerations relating to drug design, manufacture and use are also considered. Prerequisite: BCH 252 or permission of the instructor. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CHM 363 Advanced Inorganic Chemistry
Application of group theory; coordination compounds, molecular orbital theory of main group compounds; and other selected topics in inorganic chemistry. Prerequisite: 118/118L or 224/224L. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 223/223L and either CHM 118/118L or CHM 224/224L. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### CHM 400 Special Studies
Must be taken S/U. Credits: 1–4
*Members of the department*
**Normally offered each 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 224/224L. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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: 1
*Members of the department*
**Normally offered each fall**

# Classical Languages and Literature

**Professors**
Thalia A. Pandiri, Ph.D. *1
Nancy J. Shumate, Ph.D., Chair

**Assistant Professor**
Rebecca Worsham, Ph.D. **2

**Lecturers**
Hans Hansen, Ph.D.
Barry Spence, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome and/or College Year in Athens as well as in other approved programs.

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.

Credit is not granted for the first semester of an introductory language course unless the second semester is completed successfully. 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, including not fewer than two in each language, of which six must be at or above the intermediate level. For each of these majors, one classics in translation course (CLS, FYS) 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, of which four must be chosen from GRK or LAT, at least two of which must be at or above the intermediate level. At least two courses must be chosen from classics in translation (CLS, FYS), and at least two must be chosen from archaeology (ARC), art history (ARH), world literatures (WLT), government (GOV), ancient history (HST), philosophy (PHI), 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. Of the remaining courses, at least one must be chosen from Greek history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

## 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. Of the remaining courses, at least one must be chosen from Roman history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation.

## 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.

### CLS 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

### CST 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

### GRK 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

### LAT 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

# Graduate Courses in Greek, Latin or Classics

**Adviser for Graduate Study:** Nancy Shumate

### CLS 590 Research and Thesis
Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### CLS 590D Research and Thesis
This is a full-year course. Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

### GRK 580 Studies in Greek Literature
This is ordinarily an enriched version of the 300-level courses currently offered. Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### GRK 590 Research and Thesis
Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### GRK 590D Research and Thesis
This is a full-year course. Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### LAT 580 Studies in Latin Literature
This will ordinarily be an enriched version of the 300-level courses currently offered. Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### LAT 590 Research and Thesis
Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### LAT 590D Research and Thesis
This is a full-year course. Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

# Greek

### GRK 100Y Elementary Greek
A yearlong introduction to ancient Greek through the language of Homer's *Iliad* and *Odyssey*, the two 8th-century epics that represent the culmination of a long and rich tradition of oral poetry. The ancients regarded these poems as unparalleled masterpieces; the great tragedian Aeschylus called his own plays "crumbs from Homer's table," and both epics have endured over the millennia and are still alive and relevant. Identity, love, seduction, loyalty, the tension between individualism and community, between home and adventure -- these are some of the very human issues the *Odyssey* explores. Students will learn all the fundamentals of Greek vocabulary and grammar, and experience the joy of reading Homer's *Odyssey* in the original. Credits: 5
*Members of the department*
**Normally offered each academic year**

### GRK 214 Greek Poetry of the Archaic Age
An exploration of the poetic masterpieces of the Archaic period. We will study some of the songs bards performed to the accompaniment of the lyre, stories of war, exile and homecoming, monsters and divinities, love and lust. Readings will be chosen from works such as Homer's Iliad and Odyssey, Hesiod's Theogony and Works and Days, the Homeric Hymns. {F} {L} Credits: 4
*Members of the department*
**Normally offered each fall**

### GRK 215 Greek Prose and Poetry of the Classical Age
An introduction to different genres of prose and poetry in the Classical period, with attention to linguistic differences over time and region. Readings will be chosen from works such as Herodotus' History of the Persian War, the poetry of Solon the wise Athenian lawmaker, the philosophical dialogues of Plato, the Athenian courtroom speeches of Lysias, the tragedies of Euripides. Prerequisite: three semesters of Greek or permission of the instructor. {F} {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### GRK 310 Advanced Readings in Greek Literature I & II
Authors vary from year to year, but they are generally chosen from a list that includes Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: 213 or permission of the instructor.

*Euripides and Thucydides: Athens Destroys Itself*
A study of how a contemporary tragedian and a contemporary historian viewed Athens' loss of its empire in the Peloponnesian War. {F} {L} Credits: 4
*Members of the department*

### GRK 400 Special Studies
For majors and honors students who have had four advanced courses in Greek. Admission by permission of the department. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# Latin

### LAT 100Y Elementary Latin
The Latin language has had an extraordinarily long life, from ancient Rome through the Middle Ages to 19th-century Europe, where it remained the language of scholarship and science. Even today it survives in the Romance languages that grew out of it and in the countless English words derived from Latin roots. This course prepares students to read Latin texts in any period or area of interest through a study of the fundamentals of classical Latin grammar and through practice in reading from a range of Latin authors. Some attention will also be given to Roman culture and Latin literary history. This is a full-year course and cannot be divided at midyear with credit for the first semester. Enrollment limited to 30 Credits: 5
*Members of the department*
**Normally offered each academic year**

### LAT 212 Introduction to Latin Prose and Poetry
Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100Y, or the equivalent. {F} {L} Credits: 4
*Members of the department*
**Normally offered each fall**

### LAT 214 Introduction to Latin Literature in the Augustan Age

An introduction to the "Golden Age" of Latin literature, which flourished under Rome's first emperor. Reading and discussion of authors exemplifying a range of genres and perspectives such as Virgil, Ovid, and Horace, with attention to the political and cultural context of their work and to the relationship between literary production and the Augustan regime and its program. Practice in research skills and in reading, evaluating, and producing critical essays. Prerequisite: LAT 212 or permission of the instructor. {F} {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### LAT 330 Advanced Readings in Latin Literature I & II

Topics course.
Authors vary from year to year, but they are generally chosen from a list that includes epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: two courses at the 200 level or permission of the instructor.

*Topic: TBA*

### LAT 400 Special Studies

For majors and honors students who have had four advanced courses in Latin. Admission by permission of the department. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# Classics in Translation

### CLS 150 Roots: Greek and Latin Elements in English

Sixty percent of all English words are derived from Greek and Latin roots, yet most speakers of English are unaware of the origins and true meaning ("etymology") of the words they use to communicate with others every day. This course aims to fill that gap, with an eye to sharpening and expanding English vocabulary and enhancing understanding of the structures of language in general. Combines hands-on study of Greek and Latin elements in English with lectures and primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine and education. S/U only; one evening meeting per week. {L} Credits: 2
*Members of the department*
**Normally offered in alternate years**

### CLS 190 The Trojan War

The Trojan War is the first conflict to be memorialized in Greco-Roman literature—"the war to start all wars." For Homer and the poets who came after him it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We look at the "real" Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. WI {A} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CLS 217 Greek Art and Archaeology

Same as ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100–168 BCE) and handles an array of settlements, cemeteries, and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. (E) {A} {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CLS 218 Hellenistic Art and Archaeology

We will examine the art, architecture, and material culture of the Hellenistic period, spanning the years from 323 to 31 BCE and representing one of the most exciting and dynamic eras of Greek history. Beginning with the expansionist campaign of Alexander the Great and ending with the conquests of the future emperor Augustus, it is a time of fast-paced change, experimentation, and diversity. In addition to examining the archaeology of this period, we will explore ideas about the accessibility of archaeological material and how this may be facilitated through digital collections and virtual reconstructions. {A} {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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 myths. {A} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CLS 233 Gender and Sexuality in Greco-Roman Culture

The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CLS 237 Artifacts of Daily Life in the Ancient Mediterranean

This course uses the artifacts of the Van Buren Antiquities Collection as a starting point for investigating the daily life of the Greek and Roman worlds. In particular, students will select and research an object or objects for which to develop an "object biography," through which the people who produced, used, and re-used these objects might be accessed. Additional attention is given to the place of objects in archaeological practice and narratives. (E) {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CLS 238 The Age of Heroes: Archaeology of the Eastern Mediterranean Bronze Age

For many of us, the Mediterranean Bronze Age is associated with mythological events like the Trojan War. But how did the people of the Bronze Age actually live? This course surveys the archaeology of the Eastern Mediterranean Bronze Age, including Egypt and the Aegean, among others, from 3000 to 1100 BCE. We explore not only the pyramids and palaces of the period, but also the

evidence for day-to-day living, from crafts production to religion. We also examine how these cultures interacted, and the Mediterranean networks that both allowed them to flourish and led to their collapse. {A} {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CLS 260 Transformations of a Text: Shape-Shifting and the Role of Translation

Same as WLT 260. 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 consider different translations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. No prerequisites, but students who have not taken CLT 150 are urged to enroll in that (2-credit, S/U) course concurrently. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CLS 400 Special Studies

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. Admission by permission of the department. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# Cross-Listed Courses

FYS 147 Power Lunch: The Archaeology of Feasting
WLT 202 Western Classics in Translation, from Homer to Dante
ENG 202 Western Classics in Translation, from Homer to Dante

# Community Engagement and Social Change Concentration

**Director**
Nnamdi Pole, Ph.D. (Psychology)., Concentration Director

**Advisory Committee**
Ben Baumer, Ph.D. (Statistical and Data Sciences)
Elisabeth Brownell Armstrong, Ph.D. (Study of Women and Gender)
Ginetta E. B. Candelario, Ph.D. †1 (Sociology and Latin American Studies)
Denys M. Candy (Director, Jandon Center for Community Engagement)
Jennifer Guglielmo, Ph.D. (History)
Samuel M. Intrator, Ph.D. *2 (Education and Child Study)
Lucy W. Mule, Ph.D. (Education and Child Study)
Philip K. Peake, Ph.D. †1 (Psychology)
Nnamdi Pole, Ph.D. (Psychology)
Marsha K. Pruett, Ph.D. (School for Social Work)
Lynne M. Yamamoto, M.A. (Art)

The Community Engagement and Social Change (CESC) concentration allows each participating student to connect an interdisciplinary area of interest to practical work in communities. Working with the oversight of a faculty adviser and the support of the Jandon Center for Community Engagement (JCCE), students embed community work directly into their curricular studies enabling them to develop the skills, attitudes and knowledge that are critical to this work.

Through a combination of carefully selected coursework, practical experiences, independent research projects and guided reflection, students expand and deepen their understanding of local, national and global issues that affect communities, and develop the skills, attitudes and knowledge necessary to collaborate mindfully with these communities as citizens and leaders.

CESC Concentrators draw on the rich curricular offerings from all of the Five Colleges, as well as from the breadth of resources and expertise of the Jandon Center for Community Engagement to define a focus of study. 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 & activism. Depending on the area of interdisciplinary focus, students are encouraged to link their work to the considerable resources of the college's other centers and of the Smith College School for Social Work. For more information, see the CESC concentration webpage.

# Requirements

The CESC concentration is open to any student by application. The application is available online at the Jandon Center website. Students are strongly encouraged to have taken CCX 120, Community Based Learning: Ethics and Practice (required for the Concentration) before they apply.
In addition to the gateway course (CCX 120) 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, equity and inclusion, 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. You may request the most recent list of past and potential CBL courses by emailing the Jandon Center. 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. The Jandon Center offers practicum opportunities during the academic year.

## Reflection Sessions

Students will complete at least one reflection session each semester, coordinated by the JCCE. These sessions facilitate student learning from practical experiences and allow students to learn from and connect with fellow concentrators.

## 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 page on the Jandon Center website: (www.smith.edu/academics/community-engagement-and-social-change-concentration). 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

Service learning, civic engagement, community-based participatory research and community service are familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how students and faculty can best join partners to support community-driven goals in areas nearby colleges and universities. Students consider these issues through exploring the literature of community engagement and learning from the experiences of those who practice its different forms. CCX 120 serves as a gateway course for the Community Engagement and Social Change Concentration. Students are introduced to the varied opportunities available at the college for engaging with communities. S/U only. Credits: 2
*Members of the department*
**Normally offered each fall**

## 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: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### CCX 320 Capstone Seminar for the CESC Concentration

The CCX 320 seminar provides a forum for Community Engagement and Social Change concentration students to synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students focus on a particular social justice issue, research past and present community-based efforts around the issue, and develop a research or action project, often in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4
*Members of the department*
**Normally offered in the spring.**

# Computer Science

**Faculty**
Johanna Brewer, Ph.D.
R. Jordan Crouser, Ph.D.
Alicia M. Grubb, Ph.D. †2
Nicholas Read Howe, Ph.D.
Katherine Kinnaird, Ph.D. **2
Jamie C. Macbeth, Ph.D.
Joseph O'Rourke, Ph.D.
Ileana Streinu, Ph.D.
Shinyoung Cho

## The Major

**Advisers:** Judith Cardell, R. Jordan Crouser, Alicia Grubb, Nicholas Howe, Katherine Kinnaird, Jamie Macbeth, Joseph O'Rourke, Ileana Streinu

**Requirements**
At least 11 full-semester graded courses or the equivalent, including:

- Introductory
  [Optional] 1 full-semester course or the equivalent chosen from CSC 102, 103, 105, 106, 107, 109, 151. SDS 192. (If taken, these credits count in lieu of the one additional course under Intermediate, below)
  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
  CSC 111, Introduction to Computer Science Through Programming
- Core
  CSC 212, Programming with Data Structures
  CSC 231, Microprocessors and Assembly Language
  CSC 250, Theoretical Foundations of Computer Science
- Mathematics
  MTH 111, *Calculus, or another math course that requires MTH 111; or LOG 100*
  MTH 153, *Discrete Mathematics or another math course that requires MTH 153*
- Intermediate
  One CSC or SDS Theory;
  One CSC or SDS Programming;
  One CSC Systems;
  One additional CSC or MTH course at the 200 level or above (waived if student has satisfied the Optional semester course under Introductory, above.)
- 300-level (1 course):
  One CSC 300-level course beyond those satisfying the requirements above, or its equivalent (e.g., a UMass graduate course). Prerequisite: completion of core.

*Note: Courses taken S/U will not count toward the major except that one course taken S/U will be allowed for major credit if it was completed before the student declared as a Computer Science major. Students may petition to satisfy the 300-level course requirement with an advanced undergraduate or graduate course taught at another of the Five Colleges.*

| Course | Theory | Programming | Systems |
|---|---|---|---|
| CSC/MTH 205 (Modeling in the Sciences) | X | X | |
| CSC 220 (Advanced Programming) | | X | |
| CSC 223 (Software Engineering) | | | X |
| CSC 230 (Database Systems) | | | X |
| CSC/SDS 235 (Visual Analytics) | X | X | |
| CSC 240 (Graphics) | X | X | |
| CSC 249 (Networks) | | | X |
| CSC 251(Network Security) | | | X |
| CSC 252 (Algorithms) | X | | |
| CSC 253 (Applied Algorithms) | X | X | |
| CSC 256 (Intelligent User Interfaces) | | X | |
| CSC 262 (Operating Systems) | | X | X |
| CSC 266 (Compiler Design) | X | X | |
| CSC 270 (Circuits) | | | X |
| CSC 274 (Discrete and Comp Geometry) | X | X | |
| CSC 290 (Artificial Intelligence) | X | X | |
| CSC 294 (Comp Machine Learning) | X | X | |
| EGR 320 (Signals and Systems | | | X |
| CSC 325 (Responsible Computing) | | | X |
| CSC 327 (Internet Censorship) | | | |
| CSC 330 (Database Systems) | | | X |
| CSC 334 (Computational Biology) | X | X | |
| CSC 352 (Parallel Programming) | | X | X |
| CSC 353 (Robotics) | X | | X |
| CSC 354 (Music) | X | X | |
| CSC 356 (Computer-Human Interaction) | X | X | |
| CSC 360 (Mobile & Locative Computing) | | X | |
| CSC 370 (Vision) | X | X | |
| CSC 390 (Natural Lang Understanding) | X | | |
| ENG 390 (Digital Circuits) | | | |

## The Minor

### 1. Computer Science Minor

**Requirements:**
Six CSC courses. Any of the 200-level courses below could be replaced by a CSC Special Studies. The 300-level coure could be replaced by a UMass graduate course in Computer Science.

**Required courses**

- CSC 111 Introduction to Computer Science Through Programming
- CSC 212 Programming With Data Structures
- CSC 100-level or 200-level Intro or Intermediate
- CSC 200-level Intermediate
- CSC 200-level Intermediate
- CSC 300-level course, or its equivalent

## 2. Digital Art (six courses equally balanced between Computer Science and Art)

**Advisers:** R. Jordan Crouser, Nicholas Howe, Joseph O'Rourke

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.

| # | *Dept* | *Number* | *Title* | *Credits* | *Preq* |
|---|---|---|---|---|---|
| 1 | CSC | 102 | How the Internet Works | 2 | none |
| | CSC | 105 | Interactive Web Documents | 2 | CSC 102 |
| 2 | CSC | 111 | Introduction to Computer Science Through Programming | 5 | none |
| | CSC | 212 | Programming With Data Structures | 5 | CSC 111 |
| 3 | CSC | 240 | Computer Graphics | 4 | CSC 111 |
| 4 | ARH | any | Any | 4 | none |
| 5 | ARS | 162 | Introduction to Digital Media | 4 | none |
| 6 | ARS | 263 | Intermediate Digital Media | 4 | ARS 162 |
| | ARS | 361 | Interactive Digital Media | 4 | ARS 162 |

| *School* | *Number* | *Title* |
|---|---|---|
| Smith | DAN 377 | Expressive Technology and Movement |
| Hampshire | CS 0174 | Computer Animation I |
| Hampshire | CS 0334 | Computer Animation II |
| Mount Holyoke | CS 331 | Graphics |
| UMass | ART 397F | Digital Imaging: Offset Litho |
| UMass | ART 397F | Digital Imaging: Photo Etchg |
| UMass | ART 397L | Digital Imaging: Offset Litho |
| UMass | ART 697F | Digital Imaging: Photo Etchg |
| UMass | EDUC 591A | 3D Animation and Digital Editing |
| UMass | CMPSCI391F | Graphic Communications |
| UMass | CMPSCI 397C | Interactive Multimedia Production |
| UMass | CMPSCI397D | Interactive Web Animation |

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 above.

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

**Adviser:** Katherine Kinnaird

This minor accommodates the increasing number of students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underlying principles of computer science. The minor consists of the equivalent of six courses equally balanced between computer science and music.

**Requirements**

*Three computer science courses:*

1. 111 Computer Science I includes a systematic introduction to computer science and programming.
2. 212 Programming With Data Structures includes study of data structures, algorithms, recursion and object-oriented programming.
3. 220 or 250: 1. 220 Advanced Programming Techniques focuses on several advanced programming environments, and includes graphical user interfaces (GUIs). 2. 250 Foundations of Computer Science concerns the mathematical theory of computing including languages and corresponding automata.

*Three music courses:*

1. MUS 110 Analysis and Repertory is an introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. MUS 210 may be substituted for students entering with the equivalent of 110.
2. One of MUS 233 or 312
   - MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation.
   - 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. MUS 345 or CSC 354 (cross-listed in the music department)
   - MUS 345 Electro-Acoustic Music is an introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening.
   - CSC 354 Seminar on Digital Sound and Music Processing includes areas of sound/music manipulation, such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound, music, algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below.

| # | *Dept* | *Number* | *Title* | *Credits* | *Prerequisites* |
|---|---|---|---|---|---|
| 1 | CSC | 111 | Computer Science I | 4 | none |
| 2 | CSC | 212 | Programming with Data Structures | 4 | CSC 111 |
| 3 | CSC | 220 | Advanced Programming | 4 | CSC 212 |
| | CSC | 250 | Foundations of Computer Science | 4 | CSC 111, MTH 153 |
| 4 | MUS | 110 | Analysis and Repertory | 5 | see course description |
| 5 | MUS | 233 | Composition | 4 | MUS 110 |
| | MUS | 312 | 20th-Century Analysis | 4 | MUS 210 |
| 6 | MUS | 345 | Electro-Acoustic Music | 4 | MUS 110, MUS 233, Permission |
| | CSC | 354 | Seminar on Digital Sound and Music Processing | 4 | CSC 212, CSC 250 or 231, Permission |

### 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.

| **School** | **Number** | **Title** |
|---|---|---|
| Amherst | Mus 65 | Electroacoustic Composition |
| Hampshire | HACU-0290-1 | Computer Music |
| Mount Holyoke | Music 102f | Music and Technology |
| UMass | Music 585 | Fundamentals of Electronic Music |
| UMass | Music 586 | MIDI Studio Techniques |

# Honors

**Director:** R. Jordan Crouser
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 102 How The Internet Works, 103 How Computers Work, 106 Introduction to Computing and the Arts, 111 Introduction to Computer Science Through Programming and FYS 164 Issues in Artificial Intelligence. Students who contemplate a major in computer science should consult with a major adviser early in their college careers.

## 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 meets for the first half or second half of the semester only. {M} Credits: 2
*Members of the department*
**Normally offered each fall**

## 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. The course meets for the first half or second half of the semester only. {M} Credits: 2
*Members of the department*
**Normally offered each fall**

## 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
*Members of the department*
**Expected to be offered in the next 3 years**

## CSC 106 Introduction to Computing and the Arts

This introductory course explores computation as an artistic medium, with creative approaches to computer programming as the central theme. Through readings, viewing, group discussion, labs, projects, critiques and guest artist/researcher presentations, we examine a range of computational art practices, while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. () {A} {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## CSC 109 Communicating with Data

Same as SDS 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. (E) {M} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

## CSC 111 Introduction to Computer Science Through Programming

Introduction to a block-structured, object-oriented high-level programming language. Covering language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. {M} Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

## CSC 151 Introduction to Programming Language Concepts

This course will examine foundational principles and concepts applicable across different programming languages and paradigms. Numerous practical applications will illustrate and draw out the theoretical constructs under consideration in specific instances and contexts. Students will experience programming in multiple languages, and will be able to place each within the larger context and history of the discipline. Prerequisite: CSC 111 or the equivalent. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

## CSC 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, 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
*Members of the department*
**Normally offered each spring**

## 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. {M} Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

## CSC 220 Advanced Programming Techniques

Reinforces programming skills learned in previous programming courses through working on a number of projects. Offers practice for developing modular, reusable, maintainable code. Students will gain more experience with design and development. Topic for Fall 2021: Web Programming".
Prerequisite: 212. {M} Credits: 4
*Members of the department*
**Normally offered each year**

## CSC 223 Introduction to Software Engineering

Introduction to software engineering theory and methodologies, with an emphasis on rapid prototyping and development. This course is a survey of topics: requirements elicitation and specification; prototyping and infrastructure; basic project management; architecture and design patterns;

and verification and testing. Students will work in teams on a significant design and development project. Prerequisite: CSC 212, {M} {M} Credits: 4
*Members of the department*
**Normally offered each fall**

### CSC 230 Introduction to Database Systems

Databases form the foundation of modern commerce, social media, and government. This course will investigate the design and use of database systems from the traditional to the present day. Prerequisites: CSC 111, CSC 212. {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered each semester**

### CSC 235 Visual Analytics

Same as SDS 235. Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take SDS 235 as a programming intensive course (prerequisite: CSC 212). In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau and Plotly. Prerequisite: CSC 111 or permission of instructor.(E) {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### CSC 240 Computer Graphics

Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Javascript, WebGL, and HTML canvas graphics. The course accommodates both CS majors, for whom it is programming intensive, and other students with less technical expertise, by offering a choice of options on many assignments. Prerequisites for CSC major credit: CSC 111 and MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

### CSC 249 Computer Networks

This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics covered include layered network architecture, physical layer and data link protocols; and transport protocols; routing protocols and applications. Most case studies are drawn from the Internet TCP/IP protocol suite. Prerequisites: CSC 111. {M} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CSC 250 Theory of Computation

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. Prerequisites: 111 and MTH 153. {M} Credits: 4
*Members of the department*
**Normally offered both semesters**

### CSC 251 Network Security

This course provides an introduction to the principles and practice of network security with a focus on both fundamentals and practical information. The three key topics of this course are cryptography, network security, and protecting information technology resources. Subtopics include ciphers, key exchange, security services (integrity, availability, confidentiality, etc.), network, and web based security attacks, vulnerabilities, exploits, countermeasures and responses. Students will complete several lab assignments experimenting with security countermeasures. Prerequisite: CSC 249. Enrollment limited to 30. (E) Credits: 4
*Shinyoung Cho*
**Normally offered in each fall**

### CSC 252 Algorithms

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: CSC 212, MTH 111, MTH 153. {M} Credits: 4
*Members of the department*
**Normally offered each fall**

### CSC 253 Applied Algorithms

Covers advanced data structures and algorithms with an emphasis on object-oriented implementation, comparative efficiency analysis and applications. A variety of algorithmic approaches will be discussed (divide-and-conquer, dynamic programming, greedy algorithms, graph traversal). We'll go beyond classical searching and sorting to graphs and networks and other applied problems, as well as a selection of NP-hard ones. Prerequisites: CSC 111, CSC 212, MTH 153 (Discrete), MTH 111 (Calculus I) or other math course beyond it. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

### CSC 256 Intelligent User Interfaces

This course covers principles of human-computer interaction and human interfaces to computers and computing devices. It focuses on technologies for building user interfaces, (mainly World Wide Web technologies), design principles, usability, user testing and other user evaluation methods, as well as interfaces to computer programming languages and tools, databases, data analysis systems, artificial intelligence systems, machine learning systems, and other computer applications. It also covers human factors, models of human perception and human information processing, and how they influence interface Design. Prerequisites: CSC 111 and CSC 212. Enrollment limit of 20 {E} {M} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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. Enrollment limit of 40. {M} Credits: 5
*Members of the department*
**Normally offered each spring**

### CSC 270 Digital Circuits and Computer Systems

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (AND, OR, NAND, NOR), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. {M} Credits: 5

*Members of the department*

**Normally offered in alternate years**

### CSC 274 Discrete and Computational Geometry

Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, polyhedra, computational origami, and computational topology 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

*Members of the department*

**Normally offered in alternate years**

### CSC 290 Introduction to Artificial Intelligence

An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered include: game playing and search strategies; machine learning; natural language understanding; neural networks; genetic algorithms; evolutionary programming; philosophical issues. Prerequisites for CSC major credit: CSC 212, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. {M} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### CSC 294 Computational Machine Learning

An introduction to machine learning from a programming perspective. Students will develop an understanding of the basic machine learning concepts (including underfitting/overfitting, measures of model complexity, training/test set splitting, and cross validation), but with an explicit focus on machine learning systems design (including evaluating algorithmic complexity and development of programming architecture) and on machine learning at scale. Principles of supervised and unsupervised learning will be demonstrated via an array of machine learning methods including decision trees, k-nearest neighbors, ensemble methods, and neural-networks/deep-learning as well as dimension reduction, clustering and recommender systems. Students will implement classic machine learning techniques, including gradient descent. Prerequisites: CSC 212, CSC 250, MTH 112 or MTH 211, and knowledge of Python, {M} Credits: 4

*Members of the department*

**Normally offered each fall**

### CSC 325 Seminar: Responsible Computing

When is disruption good? Who is responsible for ensuring that an innovation has a positive impact? Are these impacts shared equitably? How can we eliminate bias from algorithms, if they exist? What assurances can we make about the technology we develop? What are the limitations of professional ethics? This seminar examines the ethical implication (i.e., ethics, justice, political philosophy) of computing and automation. Participants will explore how to design technology responsibly while contributing to progress and growth. Topics include: intellectual property; privacy, security, and freedom of information; automation; globalization; access to technology; artificial intelligence; mass society; and emerging issues. Prerequisite: CSC 212. (E) {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### CSC 327 Internet Censorship

This seminar will cover topics related to the broad issue of detecting network interference. This will include topics such as traffic differentiation, surveillance, and blocking of content. The course will assume basic familiarity with networking protocols (e.g., TCP, HTTP). The material is appropriate for students that have previously taken a networking course. (E) Enrollment limited to 12. {M} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### CSC 330 Database Systems

This course covers principles of database systems, including such topics as data independence, storage structures, relational data models, security, and integrity. It will also touch on some non-relational database systems, and alternative consistency mechanisms. As a seminar course, it will mix theory, programming, and research. Prerequisite: CSC 212 and MTH 153. Enrollment limit of 20. (E) {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### CSC 334 Topics in Computational Biology

Topics course. 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 exposes students to a variety of topics of current interest in molecular computing and bioinformatics.

*Bio-Geometry of Proteins*

Proteins are the building blocks of life, as well as marvelous objects to study mathematically and computationally. Topics covered include modeling, visualization, structure determination, flexibility, motion, folding and evolution of proteins, using geometric, algorithmic and physical simulation methods. Background in molecular biology is not a prerequisite. Prerequisites: CSC 111, 212, calculus or permission of the instructor for computer science majors; biochemistry majors are encouraged to participate. {M} {N} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### CSC 353 Seminar in Robotics

The seminar covers modern robotics principles, spanning the mathematical theory of robot kinematics, motion planning algorithms, programming using robot simulation software and applications on an actual robotic platform. Readings from the current literature will inform the students' final project. One midterm exam and a final project. Prerequisites: Calculus, Discrete Math, CSC 212 and 231. Credits: 4 {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### CSC 354 Seminar: Music Information Retrieval

Same as SDS 354. This course is envisioned to serve as an introduction to the field of Music Information Retrieval (MIR), covering both theoretical and practical elements of the field. This seminar aims to prepare students for research in MIR either in academia or industry. Topics will range from feature extraction and structure tasks to debates about the latest music-based apps and questions about music licensing. The course will embody the liberal arts experience by including technical programming assignments, position papers, and discussions about current research papers. Prerequisites: CSC 111 and one additional programming course, SDS 291, 293 or permission of the instructor, one writing intensive course. Enrollment limit of 12. (E) {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

## CSC 356 Seminar: Topics in Human-Computer Interaction

Human-Computer interaction (HCI) is a transdisciplinary field of study which investigates the relationship between humans and technology, Researchers in HCI both observe the ways in which humans interact with technology (and with one another, mediated by technology), as well as design technologies that let humans interact with computation in novel ways. While early advances in HCI were focused primarily on traditional computing paradigms, the field has since expanded to include other emerging form factors. In each of the rotating topics offered through this seminar, we explore both foundational discoveries and recent advances in this field.

*Natural User Interfaces*

In the study of human-computer interaction, a natural user interface (NUI) is an interaction paradigm in which the interface is largely invisible to the end user. Contrasted with WIMP ("windows, icons, menus, pointer") interfaces found in traditional computing systems, NUIs rely on seamless, intuitive interaction rather than artificial control devices. While companies such as Apple and Google have rapidly popularized the NUI model, this interaction paradigm brings with it a unique set of design challenges, constraints, and ethical considerations. In this course, we will explore ongoing research in this evolving area and put these techniques into practice in various application areas.

*Platform Activism*

Networked platforms like social media sites, gig sharing apps, and game consoles have become important sites of study for human-computer interaction. Contemporary research on the subject includes both platform studies, which offer a critical perspective on the power that large companies have to shape the creative labor and communication patterns of their users, and technology design activism, which seeks to amplify grassroots movements for positive social change on those platforms. In this course we will explore these emerging areas of scholarship and put our learnings into practice by using participatory design to create new technological interventions on various media platforms. Prerequisites: CSC 212, CSC 256 strongly recommended {M} Credits: 4

*Members of the department*

**Normally offered in alternate years**

## CSC 360 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

*Members of the department*

**Expected to be offered in the next 3 years**

## CSC 370 Computer Vision and Image Processing

Seminar: Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar considers techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Topics range from low-level techniques for image enhancement and feature detection to higher-level tasks using convolutional neural networks and other approaches. Prerequisites: CSC 212, MTH 153 {N} Credits: 4

*Members of the department*

**Normally offered in alternate years**

## CSC 390 Artificial Intelligence and Natural Language Understanding

Topics Course. This course will examine current research and techniques organized around a topic in the field of artificial intelligence.

*Artificial Intelligence and Natural Language Understanding*

This special topics course provides an introduction to programming computer systems that can understand and interact with humans through natural languages (such as English). The aim of this course is to go beyond "shallow" methods of parsing and computing word distributions and towards artificial intelligence software systems that think, understand, and communicate like real people. {M} Credits: 4

*Members of the department*

**Normally offered in alternate years**

## CSC 400 Special Studies

For majors, by arrangement with a computer science faculty member. Credits: 1–4

*Members of the department*

**Normally offered both fall and spring semesters**

## CSC 430D Honors Project

Credits: 8

*Members of the department*

**Normally offered each academic year**

# Dance

### Professor
Rodger Fleming Blum, M.F.A. *1
Associate Professor
Chris Aiken, M.F.A. **2, Director, MFA Program in Dance
Angie Hauser, M.F.A. **2
Lester Tomé, Ph.D., Chair
Musician in Dance
Jake Meginsky, M.F.A.

### Lecturers
Shaneeka Harrell
Jeff Jean-Philippe
Sarah Lass, M.F.A.
Megan McCool, M.F.A.
Five College Faculty
Jim Coleman, M.F.A. (Professor Emeritus, Mount Holyoke College)
Lauren Cox, B.A. (Lecturer, University of Massachusetts)
Yvonne Daniel, Ph.D. (Professor Emerita Dance & Afro-American Studies, Smith College)
Barbara Diewald, M.F.A. (Assistant Professor, Mount Holyoke College)
Charles Flachs, M.A. (Professor, Mount Holyoke College)
Rose Flachs (Professor, Mount Holyoke College)
Terese Freedman, B.A. (Professor Emerita, Mount Holyoke College)
Deborah Goffe, M.F.A. (Assistant Professor, Hampshire College) (sabbatical)
Molly Christie Gonzalez (Assistant Professor, UMass)
Constance Valis Hill, Ph.D. (Five College Associate Professor Emerita, Hampshire College)
Shakia Johnson (Assistant Professor, Mount Holyoke College)
Peter Jones (Lecturer/Accompanist, Mount Holyoke College)
Daphne Lowell, M.F.A. (Professor Emerita, Hampshire College)
Aston McCullough, Ph.D. (Assistant Professor, UMass)
Jenna Riegel, (Assistant Professor, Amherst College)
Thomas L. Vacanti, M.F.A. (Associate Professor and Director, Dance Program, University of Massachusetts)
Susan K. Waltner, M.S. (Professor Emerita, Smith College)
Lailye Weidman, M.F.A. (Lecturer, Hampshire College)
Wendy Woodson, M.A. (Professor, Amherst College)

### Teaching Fellows
Alex Davis
Christina Martin
Miguel Castillo Le Maitre
Sarah Konner
Erin Kouwe
Chloe London
Laura Osterhaus Rosenstone
Breton Tyner-Bryan
Visiting Scholar
Research Associate
Olive Mckeon, Ph.D.

## The Major: Bachelor of Arts in Contemporary Dance Studies

**Advisers:** Rodger Blum, Chris Aiken, Angie Hauser, and 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's degree. (Ten are allowed for credit toward 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 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:** 171 Dance History: Political Bodies from the Stage to the Page and 272 Dance Anthropology: Performed Identities and Embodied Cultures serve as the introduction to the major. At the advanced level is 377 Advanced Studies in History and Aesthetics with rotating topics. These courses examine the dance itself and its cultural context.

**Creative and Aesthetic Studies:** 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 levels.

**Scientific Foundations of Dance:** 241. These courses are designed to develop the student's personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, biomechanics and their relationships to various theories of technical study.

**Analysis of Music from a Dancer's Perspective:** 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 art departments.

### Requirements

**Theory:** Must take each of the following:

151 Elementary Dance Composition
171 Dance History: Political Bodies from the Stage to the Page
241 Scientific Foundations of Dance
252 Intermediate Dance Composition
272 Dance Anthropology: Performed Identities and Embodied Cultures
287 Analysis of Music From a Dancer's Perspective

200 Dance Production
201 Dance Production
399 Senior Seminar in Dance (Choreography or Research)

Five dance technique courses are required for the bachelor's degree (Ten are allowed for credit toward 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 require a placement exam.

**Advanced Theory:** Choose at least two of the following:

305 Advanced Repertory (taken twice)
309 Advanced Repertory
377 Advanced Studies
400 Special Studies Senior Thesis

# Honors

### DAN 430D Honors Project
Credits: 8

### DAN 431 Honors Project
Credits: 8

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 and Lester Tomé
A minimum of 27 credit hours are required for the minor.

## Requirements

DAN 151 Elementary Dance Composition
DAN 171 Dance History: Political Bodies from the Stage to the Page
DAN 241 Scientific Foundations of Dance
DAN 272 Dance Anthropology: Performed Identities and Embodied Cultures
DAN 287 Analysis of Music from a Dancer's Perspective
DAN 200 Dance Production

# 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: Master of Fine Arts 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 information contained in the Courses of Study documents is accurate as of July. Smith College reserves the right to make changes to the Courses of Study, including changes in its course offerings, instructors, requirements for the majors and minors, and degree requirements. Course information contained herein is compiled by the Office of the Provost/Dean of the Faculty from data submitted by departments and programs. All data listed are officially and formally approved by the Office of the Provost/Dean of the Faculty, the Committee on Academic Priorities, and the faculty-at-large. Additional information may be available on the individual Web sites of departments and programs.

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 Dance Department Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/courses

# A. Theory & Practice Courses

All Theory, Process, and Practice courses: {A} 4 credits.

### DAN 151 Elementary Dance Composition
Introductory study of dance composition, including movement research, spatial design, rhythmic phrasing, musical forms, and performance. Enrollment limited to 20. {A} Credits: 4
*Members of the department*
**Normally offered each spring**

### DAN 171 Dance History: Political Bodies From the Stage to the Page
DAN 171 excavates the artistic, social, and cultural trends that have driven the histories of ballet, jazz dance, modern dance, and postmodern dance throughout the 20th & 21st centuries. The course looks critically at artists such as Isadora Duncan, Rudolf Laban, George Balanchine, Martha Graham, Katherine Dunham, Alvin Ailey, Anna Halprin, Pina Bausch, and Bill T. Jones. Through readings, discussions, dance viewings, movement activities, and sessions in the Museum of Art, Josten Library, and Sophia Smith Collection, students examine how notions of race, nationality, gender, sexuality, and political ideology inform dance. Students conduct historical research on a topic of their choice. Enrollment limited to 20. {A} {H} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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 three times for credit. Instructor permission and audition required. {A} Credits: 2
*Members of the department*
**Normally offered each fall**

### 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. Enrollment limited to 20. Offered in the Five College Department of Dance. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### DAN 252 Intermediate Dance Composition

Course work emphasizes dance making, improvisation, and performance through generating and designing movement based studies and one fully realized performance project. Various devices and approaches are employed including motif and development, text and spoken language, collage and structured improvisation. Enrollment limited to 20. {A} Credits: 4
*Members of the department*
**Normally offered each fall**

### DAN 272 Dance Anthropology: Performed Identities and Embodied Cultures

What are social functions of dance? How does the body signify culture? How does movement articulate identities? What forms of knowledge do dance anthropologists produce, and how? Through theories of performance and embodiment, this course illuminates the relationships between self, body, culture, and society. It discusses the nature of fieldwork and ethnographic research in dance, critically examining how contemporary ethnographers negotiate the historical relationship between anthropology and coloniality. The course highlights ethnographies of dance forms from the Americas, Africa, Asia, the Middle East, and Europe. Students conduct a fieldwork project of their choice, engaging in participant observation and fieldnote writing. Enrollment limited to 20. {A} {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### DAN 287 Analysis of Music from a Dancer's Perspective

A primary goal is development of the ability to focus on subtle details in music while dancing, teaching, choreographing, or performing. Dancers cultivate an open-mind and skills for imagining many relationships between dance and music. Students improvise music, make up songs, translate choreography into music, and dance with music from various cultures and historical periods. The course emphasizes rhythm, terminology, and categories, meaning in music, and strategies for finding music. Students listen to varied musical styles and paradigms, formulate statements about music, study ethical questions about music and musicians, and distinguish between recorded and live music. Enrollment limited to 15. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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. Instructor permission and audition required. {A} Credits: 2
*Members of the department*
**Normally offered each fall**

### 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. Instructor permission and audition required. {A} Credits: 4
*Members of the department*
**Normally offered each fall**

### DAN 377 Advanced Studies in History and Aesthetics

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. Enrollment limited to 20.

*Contact Improvisation Practice & History*
In this course students will engage throughout the semester both in the practice of contact improvisation (CI) and the study of its history from 1972 till the present. We will study how CI has become a world-wide phenomenon, how it has evolved on different continents and regions, and how its participants have navigated issues of power, sexuality, race, identity, and culture. We will consider the ecosystems of CI classes, jams, and performances; CI in academia; and CI in relationship to professional dance training, aesthetics, and performance. All levels. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Dancing Today: Aesthetics of Contemporary Dance*
This seminar examines current trends in contemporary dance such as intercultural choreography, queer performance, dance and eco-sustainability, stagings of hip hop, digital performance, dance dramaturgy, the body as archive, performance as research, interdisciplinary dance, conceptual dance, collaborative creative processes, audience participation and dancing in the museum. Taking these trends into account, students define their own positions as choreographers, performers, spectators, critics, or scholars of contemporary dance. Students attend performances, watch videos, discuss recent scholarship, lead seminar presentations and write artist statements. The course is open to all students interested in dance and contemporary art. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*PhoneDance: Motion and Meaning in Digital Choreographies*
The smartphone is a powerful tool. Users have long been aware of its ability to create spontaneous, short videos for social media. But what are the implications for using this tool to create exceptional dance films that expand the canon? Can we use the phone as a creative tool in dance and exploit its inherent portability and intimacy? Does the democratization of expensive and complex technologies benefit the field or dilute it? Recommended for dancers, movers, makers, and all artists, this course will employ the phone camera as both extemporaneous method and facilitator for thoughtful design. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered each spring**

### 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: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# 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
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 201 Dance Production

Same description as above (DAN 200). May be taken four times for credit, with maximum of two credits per semester. Can be taken with DAN 200. {A} Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

# C. Technique Courses

**Technique Course Registration Policies**
Registration is mandatory: auditing is not allowed. Students 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 appear on transcripts, but grades are not averaged into your g.p.a. Students must continue to register for all technique courses. Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses appear on transcripts, but grades do not average into your g.p.a. Students must continue to register for all technique courses. If a student wishes to receive credit for technique courses beyond the limit, she should 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 course schedule available online at www.fivecolleges.edu/sites/dance

Technique courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors, juniors and Five College Dance Department majors. Normally, students must take these two-credit courses in addition to a full course load. Technique courses 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 are held the first weeks of classes.

### DAN 101 Dance Studio

DAN 101 is a variable topics studio course which introduces students to the practice and study of diverse forms of movement and dance. These courses present and address physical, somatic, theoretical, and cultural practices in a variety of movement experiences. DAN 101 is designed as a mixed level course that includes the beginning mover as well as the more experienced mover. Students may register for DAN 101 up to three times for credit. Enrollment limited to 40.

*The Gyrotonic Method Applied to Dance Technique*
The Gyrotonic Expansion System® was created by a professional dancer, Julio Horvath, as a way for him to heal and regain strength and agility after suffering from debilitating injuries. This introductory course is designed for people of all movement ability. The class focuses specifically on application to dancing. Students will learn exercises designed to simultaneously lengthen and strengthen muscles, support joint stability and mobility, stimulate circulation, build core strength through breath support, enhance coordination, and promote a practice of mindful movement. The course will meet in group as well as private sessions to address the specific concerns of each student. {A} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

*Strength and Flexibility Through Movement*
This course provides students with a practical and theoretical understanding of the relationship between the strength, flexibility, and mobility of the body. Through experiential methods students will learn how the connective tissues of the body function both as an interconnected web which facilitates movement, alignment, and coordination, as well as proprioception. We will develop an individualized practice throughout the semester drawing from various movement systems and dance training methods. We will examine the relationship between strength, flexibility, and agility as applied to dancing. {A} Credits: 1
*Members of the department*
**Normally offered each academic year**

### DAN 113 Beginning Contemporary Dance 1

Enrollment limited to 25.

*Introduction to Modern Dance*
{A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

*Fundamentals*
{A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 114 Beginning Contemporary Dance 2

For students who have taken Beginning Contemporary Dance or the equivalent. Enrollment limited to 25. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 202 Strength and Flexibility through Movement Intermediate

This course provides students with a practical and theoretical understanding of the relationship between strength, flexibility, and mobility of the body. Through experiential methods students learn how the connective tissues of the body function as an interconnected web which facilitates movement, alignment, coordination, and proprioception. We develop an individualized practice throughout the semester drawing from various movement systems and dance training methods. We examine the relationship between strength, exibility, and agility as applied to dancing. This course supports students training in dance and other movement forms. Students learn anatomical connections within the musculo-skeletal system and apply them to movement practice. Enrollment limited to 25. (E) {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 215 Intermediate Contemporary Dance 1
Prerequisite: 113 or previous dance experience. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each fall**

### DAN 216 Intermediate Contemporary Dance 2
Prerequisite: 215 or previous dance experience. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 317 Advanced Contemporary Dance 1
By audition/permission only. Prerequisite: 216. {A} Credits: 2
*Members of the department*
**Normally offered each fall**

### DAN 318 Advanced Contemporary Dance 2
Audition required. Prerequisite: 317. Enrollment limited to 25. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 339 Movement Ecology and Performance in the Smith Landscape
This course offers an opportunity to explore how place and landscape offer inspiration and opportunities for dance, performance and embodied experience. Place can include natural landscapes, buildings, parks, pathways, stairways, living rooms, and the place of our bodies. The goal of this course is to create bridges between the ecological and the poetic realms of human experience. Students will explore how creativity is in relationship to things, beings, environments, and the historical and cultural contexts. This course includes a series of public performances and is open to students interested in engaging in creative collaborative process. Enrollment limited to 18. (E){A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years.**

### DAN 119 Beginning Contact Improvisation
A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation, outer awareness, and touch, to develop spontaneous fluidity of movement in relation to a partner. Enrollment limited to 25. May be repeated once for credit. {A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 219 Intermediate Contact Improvisation
A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation, outer awareness, and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 25. {A} Credits: 2
*Members of the department*
**Normally offered each academic year**

### DAN 120 Beginning Ballet 1
Enrollment limited to 25. {A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 121 Beginning Ballet 2
For students who have taken Beginning Ballet or the equivalent. Enrollment limited to 25. {A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 222 Intermediate Ballet 1
Prerequisite: 121 or previous dance experience. Enrollment limited to 25. {A} Credits: 2
*Members of the department*
**Normally offered each fall**

### DAN 223 Intermediate Ballet 2
Prerequisite: previous dance experience. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 324 Advanced Ballet 1
By audition/permission only. {A} Credits: 2
*Members of the department*
**Normally offered each fall**

### DAN 325 Advanced Ballet 2
By audition/permission only. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 130 Beginning Jazz Dance
Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each academic year**

### DAN 131 Intermediate Jazz Dance
For students who have taken Beginning Jazz or the equivalent. Limited to 30. {A} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### DAN 230 Intermediate Jazz Funk Dance
Intermediate level dance course, offering experience of the style and culture around the fusion dance form of Jazz Funk. Jazz Funk draws from dance lineages including Jazz and Modern dance, Hip Hop, House, and social dances developed in the clubs and on the streets. Focus is on musicality, rhythm, improvisation, and exchange. Students learn about the Black artists who birthed and developed this form and investigate their individual relationships to the presented ideas and practices. Class contains warm ups, movement vocabulary, phrase work, and performance. Designed for students with some dance experience, but not necessary to have Jazz Funk experience. Limited to 30. (E) {A} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### DAN 137 Beginning Tap
Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. {A} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### DAN 237 Intermediate Tap
Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis is on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Beginning Tap or permission of the instructor. Enrollment limited to 15. {A} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### DAN 142 Dance Forms of the African Diaspora
This studio course offers technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is

contextualized socially, culturally, and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Topics course. Enrollment limited to 30.

*West African Dance*
This course introduces West African dance, music and song as a traditional mode of expression in various West African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. {A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 242 Dance Forms of the African Diaspora Intermediate
This studio course offers intermediate level technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is contextualized socially, culturally and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 146 Hip Hop Dance
Hip hop is a popular form of Afro-diasporic cultural production and, for many, a lifestyle. In this studio course for beginner dancers, students learn movements from the poppin', lockin', house and breakin' dance techniques. This study of movement vocabulary is contextualized in analyses of hip hop's history, culture and current trends. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### DAN 246 Intermediate Hip Hop
Journey through time and experience in your own body the evolution of hip hop from its social dance roots to the contemporary phenomenon of commercial choreography that hip hop has become. Using film and text in addition to studio work, this class creates a framework from which to understand and participate in the global culture of hip hop dance. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

### DAN 149 Salsa Dance I
This course introduces the students to the New York mambo style of salsa (beginner-level). It also covers elements of the Cuban style of salsa, representative of an Afro-Caribbean dance aesthetic. Students master different variations of the salsa basic step, as well as turns, connecting steps and arm work. They learn how to dance in couples and also in larger groups known as ruedas (wheels). Toward the end of the semester, students are able to use their salsa vocabulary as a basis for improvising and choreographing salsa combinations. We approach salsa as a social dance form expressive of Caribbean culture and Latino culture in the United States. Most of the work takes place in the studio but, in addition to learning the dance, students read selected articles and watch documentaries about the dance genre. Class discussions and brief writing assignments serve as an opportunity to reflect on salsa's history and culture. Enrollment limited to 30. {A} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 yogic structuring principles that address the technical, restorative and performance-related issues of the dancer, we work to refine standing, sitting, reclining and arm-supported postures, and then incorporate this information into the creation and performance of dancing phrases. Enrollment limited to 20. {A} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### DAN 300 Study in Dance Technique and Performance
These one-credit topics are designed to give students a weekly study of a specific dance technique to augment their on-going training. Students registered for a topic in this course must have completed or be concurrently registered for a related two-credit technique class and are required to be at the high intermediate or advanced level in that technique. Dance faculty should be consulted concerning questions about level placement. The independent investigation section of this course requires permission of the department chair for registration and the mentorship of a member of the Dance faculty. As with regular technique courses, students may repeat any Study in Dance Technique and Performance course topic two times for credit. 1 credit per topic.

*Contemporary Trends in Dance Technique and Performance*
This studio dance course offers a series of contemporary dance technique master classes with Smith MFA teaching fellows and other dance artists. It is designed to augment students' on-going dance training. Through this course students engage in a wide range of approaches and material in the contemporary dance realm. Each week will be a "deep-dive" into a different aesthetic and artistic philosophy. It aims to introduce students to a variety of perspectives on dance and its place in our culture. Credits: 1
*Members of the department*
**Normally offered in alternate years**

# M.F.A. Graduate Courses

### DAN 500 Graduate Seminar: Topics in Dance Theory
MFA students take this seminar four times as part of their coursework. Current topics include:

*Topic: Dance, Video and the Camera*
Credits: 4
***Members of the department***

*Topic: The Pedagogy of Dance Technique*
Credits: 4
***Members of the department***

*Topic: Performance Improvisation*
Credits: 4
***Members of the department***

*Topic: Philosophies of Contemporary Dance*
Credits: 4
***Members of the department***

*Topic: Seminar in Music and Sound*
Credits: 4
***Members of the department***

### DAN 505 First Year Performance

First-year MFA students enroll in this course to fulfill the graduate performance requirement. Enrollment in DAN 505 takes place in the same semester as the performance. The requirement is met by participating in the choreography of a Five College Dance Department faculty member (including guest artists) or an MFA thesis. Students must attend the respective auditions. Credits: 2

*Members of the department*

**Normally offered both fall and spring semesters**

### DAN 507 Production and Management

First-year MFA students enroll in this course to fulfill the graduate dance production requirement (usually stage managing a dance concert). Enrollment in DAN 507 takes place in the semester when the student completes the dance production assignment, as scheduled by the faculty. Credits: 2

*Members of the department*

**Normally offered both fall and spring semesters**

### DAN 515 Creative Process and Choreography I

First-year MFA students enroll in this course to accrue independent study credit for their grad event choreography, but only in the semester when their grad event piece is not created within a choreography course (DAN 521 or DAN 553). (E) Credits: 3

*Members of the department*

**Normally offered in alternate years**

### DAN 521 Choreography & Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. Credits: 5

*Members of the department*

**Normally offered in alternate years**

### DAN 540 History and Literature of Dance

This course seeks to expand the students' knowledge of the literature in dance history and theory. It prompts discussions of historiography, writing, research methods, and cultural theory in dance studies. The readings trace the development of critical dance studies since the 1990s by surveying the field's foundational texts as well as recent scholarship. These texts illuminate a variety of dance genres, time periods, and artists, while theorizing the body, movement, choreography, and performance from cultural, social, and ideological perspectives. Additionally, this course cultivates skills in dance research and writing. Students work on individual research projects throughout the semester. Credits: 4

*Members of the department*

**Normally offered in alternate years**

### DAN 553 Choreography and 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 are based on the premise that design elements can be used as source materials for choreographic intent. In addition to studies and projects, weekly writings are assigned. Credits: 5

*Members of the department*

**Normally offered in alternate years**

### DAN 560 Scientific Principles in the Teaching of Dance

This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application, and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. Credits: 4

*Members of the department*

**Normally offered in alternate years**

### DAN 590 Second-Year Thesis: Process and Design

MFA students enroll in this course to obtain credit for the creative process of the thesis in the Fall semester of their second year in the program. Directions for the thesis are detailed in the MFA Handbook. Credits: 4

*Members of the department*

**Normally offered each fall**

### DAN 591 Second-Year Thesis: Production and Analysis

Second-year MFA students enroll in this course in the Spring semester to obtain credit for the public presentation of the thesis choreography, the ensuing paper and the oral examination. Directions for the thesis are detailed in the MFA Handbook. Credits: 4

*Members of the department*

**Normally offered each spring**

### DAN 570 Second-Year Summer Research

MFA students enroll in this course to conduct independent research for the thesis in the summer between their first year and second year in the program. Summer research indications are detailed in the MFA Handbook.

# East Asian Languages and Cultures

**Professors**
Kimberly Kono, Ph.D. [*2]
Sujane Wu, Ph.D. [*2], Chair, 2021–2022

**Assistant Professors**
Irhe Sohn, Ph.D. [*1]
Jessica D. Moyer, Ph.D.

**Senior Lecturers**
Yalin Chen, M.A.
Yuri Kumagai, Ed.D.
Suk Massey, C.A.G.S.
Atsuko Takahashi, M.S. Ed.

**Lecturers**
Shihyun Kim, Ph.D.
Lu Yu, M.A.
Huizi Gao, M.A.
Yuko Takahashi, M.A.

The Department of East Asian languages and cultures offers a major in East Asian languages and cultures with tracks in China, Japan or East Asian studies and a minor in East Asian languages and cultures with tracks in China, Japan, Korea or East Asian studies. 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

### Track 1: Chinese

**Prerequisites:** The first year of Chinese (CHI 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:** Yalin Chen, Jessica Moyer, Sujane Wu

**Requirements:** Students take a total of 11 courses (46 credits), distributed as follows:

1. Second-year language courses (10 credits): CHI 220 and 221 (two courses). Students who place into the third year or above will have this credit requirement waived (that is, such students need only nine courses or 36 credits for the major).
2. Third-year language courses (8 credits): CHI 301 and 302 (two courses). In consultation with their adviser, a student whose proficiency places them beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL-prefix courses (12 credits) in Chinese literature or culture, including a departmental seminar. Students concentrating on China are strongly encouraged to take EAL 231, 232, and/or 234 early, and they must take at least one of these three courses.
4. At least one EAL-prefix course (4 credits) focusing principally on the literature of another East Asian country.
5. Three additional courses (12 credits), which 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 shall normally be taken in other institutions, such as through the 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.

### Track 2: Japanese

**Prerequisites:** The first year of 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:** Kimberly Kono, Yuri Kumagai, Atsuko Takahashi

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

1. Second-year language courses (10 credits): JPN 220 and 221 (two courses). Students who place into the third year or above will have this credit requirement waived (that is, such students need only nine courses or 36 credits for the major).
2. Third-year language courses (8 credits): JPN 301 and 302 (two courses). In consultation with their adviser, a student whose proficiency places them beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL-prefix courses (12 credits) in Japanese literature or culture, including a departmental seminar. Students concentrating on Japan are strongly encouraged to take both EAL 241 and 242, but they must take at least one of the two.
4. At least one EAL-prefix course (4 credits) focusing principally on the literature of another East Asian country.
5. Three additional courses (12 credits), which 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 shall normally be taken in other institutions, such as through the 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.

### Track 3: East Asian Studies

**Advisers:** Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Irhe Sohn, Sujane Wu, Dennis Yasutomo

The major track 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 major track in East Asian studies combines language study with courses in anthropology, art, economics, government, history and religion. 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. Thus, the program prepares students for post-graduate endeavors ranging from graduate school to careers in 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 CHI 220 and 221, JPN 220 and 221, or KOR 201 and 202, or any 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**
- One survey course on the premodern civilization of an East Asian country: HST 211, HST 212, HST 220, HST 221, HST 222, HST 223, EAL 231, EAL 233, EAL 234, EAL 235, EAL 241, ARH 200, ARH 352.
- HST 200 (formerly EAS 100) Modern East Asia (normally by the second year).

**III. Electives**
Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses.
- Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan or Korea) or a thematic concentration (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 the 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.
- One elective may be a non-seminar course, approved by the adviser, offering a broader comparative framework for East Asian studies.
- At least half of the course credits toward the major must be taken at Smith.
- No more than two 100-level courses shall count as electives.
- No course taken for a satisfactory/unsatisfactory grade counts toward the major.
- Normally students with a second major may count a maximum of three (3) courses from the department of that other major toward the EAS major.

# Honors

**Director:** Kimberly Kono

### EAL 430D Honors Project
Credits: 4–8
**Normally offered each fall**

### EAL 431 Honors Project
Credits: 8
**Normally offered each fall**

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

# The Minor in East Asian Languages and Cultures

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.

## Track 1: Chinese

**Advisers:** Yalin Chen, Jessica Moyer, Sujane Wu

**Prerequisites:** The first year of Chinese (CHI 110 and 111) is a prerequisite for admission to the minor.

**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 for only one course counting toward the minor.
1. Chinese II (CHI 220 and 221) (10 credits).
2. Four courses, at least two of which must be EAL-prefix courses in Chinese literature and culture.

## Track 2: Japanese

**Advisers:** Kimberly Kono, Yuri Kumagai, Atsuko Takahashi

**Prerequisites:** 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 for only one course counting toward the minor.
1. Japanese II (JPN 220 and 221) (10 credits).
2. Four courses, at least two of which must be EAL-prefix courses in Japanese literature and culture.

## Track 3: Korean

**Advisers:** Suk Massey, Irhe Sohn

**Prerequisites:** The first year of Korean (KOR 101 and 102) is a prerequisite for admission to the minor.

**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 for only one course counting toward the minor.
1. Korean II (KOR 201 and 202) (8 credits).
2. Four courses, at least two of which must be EAL-prefix courses in Korean literature and culture.

## Track 4: East Asian Studies

The minor track in East Asian studies provides a coherent understanding of and basic competence in the civilizations and societies of China, Japan and Korea. It may be undertaken 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 or careers related to East Asia.

**Advisers:** Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Irhe Sohn, Sujane Wu, Dennis Yasutomo

**Requirements:** The minor consists 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 adviser.
1. HST 200 (formerly EAS 100) Modern East Asia (normally by the second year).
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. No course taken for a satisfactory/unsatisfactory grade counts toward the minor.

# Courses in English

### FYS 150 Writing and Power in China

This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennia-long history of contemporary issues like censorship and writing reform. Finally, students work to make their own writing as powerful as possible. No knowledge of Chinese required. Enrollment limited to 16 first-year students. WI {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 101 Introduction to Language and Culture in East Asia

Topics course.

*Writing and Cultural Identity*

An exploration of the connections among the Chinese, Japanese and Korean languages and their respective cultures. Topics may include writing and cultural identity; language, technology and popular culture; gender, language and the literary arts. The topic of this semester is the written script of these languages, including the aesthetics of writing (e.g., calligraphy), technology and communication, and the politics of written language forms. The course introduces the distinct characteristics of each of these languages, and traces interactions among their writing systems in history and today's world. We also discuss how the written language influences cultural and national identity. Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 228 The Creaturely Voice in Chinese Fiction

Same as WLT 228. Do animals speak? Are there moments when we recognize the creaturely voice from our hearts? This course explores the human/nonhuman relationship as it is represented in Chinese fiction over several centuries. We will read the adventure of a magical beast, satires on Confucian "nerds," a pioneer's call for progression, the memories of a nomad tribe, and the burdens of an ordinary life. Discussion topics include the shaping of Chinese modernity, the relationship between nature and culture, and the human quest for a worthy life. In this course, students will develop insights into the multiple layers of modernity. (E) {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 231 The Culture of the Lyric in Traditional China

China grounds its literary tradition in lyric poetry. One enduring definition of lyric, or *shi*, 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 world. This course is an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty. Through close, careful readings of folk songs, poems, prose, and excerpts from the novel *Dream of the Red Chamber*, students inquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. All readings are in English translation; no knowledge of Chinese required. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 232 Modern Chinese Literature

Same as WLT 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 cultures of China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L} Credits: 4

*Members of the department*

**Normally offered each spring**

### 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, and 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

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 234 Self and Society in Chinese Fiction and Drama

This survey of traditional Chinese fiction and drama from roughly 800–1900 reading classical tales of the strange, vernacular stories, novels, *zaju* and *chuanqi* drama alongside official narratives such as histories and biographies, as well as popular genres like ballads, *baojuan* (precious scrolls) and *tanci* (plucking songs). We consider the ways individuals, family, community and government appear in literature, along with the conflicting loyalties presented by romance, family and the state. All readings are in English translation; no previous knowledge of Chinese required. {L} Credits: 4

*Members of the department*

**Normally offered each spring**

### EAL 235 Class, Gender and Material Culture in Late Imperial China

This class examines the continuum between subject and object in Chinese fiction, drama, and poetry from the 16th through the 18th centuries, discussing how individuals participate as agents and objects of circulation; how objects structure identity and articulate relationships; the body as object; and the materiality of writing, illustration, and the stage. We analyze historical constructions of class and gender and reflect on how individuals constructed social identities vis-à-vis objects and consumption. All readings in English translation. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 237 Chinese Poetry and the Other Arts

Poetry, painting, calligraphy and other visual and plastic arts are ways of expressing oneself and forms of communication. In this course, we explore the relationships between words and images and the issues such as how poetry and other arts are inextricably linked, and what makes a painting a silent poem--and a poem a lyrical painting. We will also explore the following questions: How do poetry and painting inspire one another and how do they respond to one another? At the end of the semester, students will work with the Smith College Museum of Art to curate an exhibition to showcase their learning. All readings are in English translation. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 239 Intimacy in Contemporary Chinese Women's Fiction

Same as WLT 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

and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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, such as politeness and gender. We also address fluidity and diversity of linguistic and cultural practices in contemporary Japan. 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
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 eighth to the 19th century. The course focuses 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
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Expected to be offered in the next 3 years**

### EAL 244 Japanese Women's Writing
This course focuses on the writings of Japanese women from the 10th century until the present. We examine the foundations of Japan's literary tradition represented by such early works as Murasaki Shikibu's *Tale of Genji* and Sei Shonagon's *Pillow Book*. We then move to the late 19th century to consider the first modern examples of Japanese women's writing. How does the existence of a "feminine literary tradition" in pre-modern Japan influence the writing of women during the modern period? How do these texts reflect, resist and reconfigure conventional representations of gender? We explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as "race," class and sexuality in relation to gender and to each other. Taught in English, with no knowledge of Japanese required. {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 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. Credits: 4
*Members of the department*
**Normally offered each fall**

### EAL 250 Cinema in South Korea: Popular Imagination of Modern History
This course introduces the main issues, aesthetic characteristics, and representative film directors of South Korean cinema. From its first productions during the colonial period to contemporary mainstream hits, South Korean cinema has been a contested sphere of the popular imagination regarding gender issues, modern Korean history, and political change. Through an exploration of major films, students interrogate key problematic subjects in South Korea such as gender politics, the discourse of modernity, the representation of film and political trauma, and the practices of film culture and the film industry. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EAL 251 Modern Korean Literature
How have writers and film directors responded to the rapid transformation of Korean society? In what ways have their works shaped the experience of Koreans? This course examines Korean literature and film's representation on the diverse political and social changes that have occurred on the Korean Peninsula in the modern era. Paying special attention to how gender, class, ethnicity, and generation construct one's sense of the nation and the self, students will gain an understanding of the everyday lives of the Koreans under stressful modernization and tumultuous political shifts, and its literary and cinematic way of dramatization on them. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EAL 252 Women in Korean Cinema
How does Korea's tumultuous history affect women's lives on the Korean screen? This class aims to foster a comprehensive and critical understanding of the ways in which Korean women's roles and representations have changed in cinema from the colonial era to the present. We will raise questions related to changed notions of womanhood, women's sexuality, and political and national allegory surrounding the female body. Through the textual analyses, students will interrogate how female agency joins, challenges, rejects, or remains indifferent to the national concerns of Korea as it moves from being underdeveloped and traditional towards being modernized and globalized. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EAL 253 Korean Cinema: Cinema and the Masses
This course offers a survey of Korean film history in light of cinema's relationship to the masses. As a popular art form, cinema has always been in close contact with its audiences. Cinema has contributed to the emergence of modern masses. By examining how cinema has shaped its audiences and vice versa, this course will chart the development of Korean cinema as a popular entertainment as well as an art form during the last hundred years. Our journey will start from the globalization of Korean cinema and its transnational audiences and chronologically hark back to the colonial period. {H} {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### EAL 254 Modern Korean Literature in Translation
This course is a survey of modern Korean literature from the 1990s to the present. It charts the formal and thematic development of Korean literature by examining how literature illuminates Korea's history and politics. We will be engaged in the close reading of medium and full-length fictions in English translation, while considering their historical and cultural contexts. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EAL 261 Gender and Sexuality in Late Imperial Chinese Literature

This class will examine Chinese literary traditions in various different genres such as fiction, poetry and drama from the 16th through the 18th centuries from perspectives of gender and sexuality. Through the class, you will learn to examine Chinese literary tradition from the perspective of gender, discussing the gendering of new modes of expression in de/constructing men and women as social categories over the long course of Chinese literary history. We will pay special attention to how women were represented in classical literature, primarily poetry and fiction, both through their own writing and in the writing of men. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 262 Representation of Women in Chinese Culture

Representations of women are often defined by how men see women or by how society expects women to look and behave. Many representations of women focused on women's emotions and their sexuality. As a socially and historically defined group, images of women played a crucial role in defining Chinese modernity. In the class, we will mainly study the representation of women in late imperial and modern China, exploring feminine and feminist literary ideology. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 263 Romance and Martial Arts in Chinese Popular Fiction

Do you like love stories? Kung fu movies? Feel embarrassed admitting it and wonder why? This course investigates the cultural, political and aesthetic significance of romance and martial arts in Chinese popular fiction and some films from the 16th to the 20th centuries. Students will read works in these two major genres, learn key frameworks from cultural studies, and explore scholarship on the aesthetic and political interventions of Chinese romantic and martial arts fiction in local, national and global contexts. Students will end the course as more knowledgeable, aware consumers of popular culture in general. {L} Credits: 4

*Members of the department*

**Normally offered each fall**

### EAL 271 Crafting the Self in Japan

This course considers the dynamics, aims and expectations in the act of self-writing. We explore the tradition of writing the self in Japanese literature. Starting with an examination of the poetic diaries of Heian courtiers and moving to work from the medieval period, we then explore the influence of these traditions upon Japanese writing throughout the 20th century and the emergence of the I-novel. What are the motivations behind recording one's life experience? What are the conventions of self-writing? What is the role of memory and notions of the "truth" in self-writing? {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 273 Women and Narration in Modern Korea

This class explores modern Korean history from women's perspectives. It charts the historical and cultural transformation in modern Korea since the 1920s by coupling key terms of modern history with specific female figures: (1) Colonial modernity with modern girls in the 1920s and 30s; (2) colonization and cold-war regime with "comfort women" and "western princesses" from the 1940s to the 1960s; (3) industrial development under the authoritarian regime in the 1970s with factory girls; and (4) democratization and multiculturalism with rising feminists in the new millennium. {H} {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 274 Voices from Japan's Margins: Ethnicity, Identity and Resistance

This course will examine literature and film by Ainu, *burakumin*, Korean-Japanese, and Okinawans in 20th and 21st century Japan. We will investigate different artistic responses to the experience of marginalization and discuss their aesthetic, cultural and political significance. What strategies do writers and filmmakers use to challenge stereotypes and redefine both their individual identities and those of their community? How do literature, film, and other artistic forms create the possibility for resistance? By contextualizing these works within the diverse histories of these communities, we will also explore how "race" and ethnicity are constructed in modern Japan. All readings in English or English translation and no knowledge of Japanese is required. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 281 Colloquium: Revising the Past in Chinese Literature and Film

This colloquium explores how China and Taiwan recollects, reflects and reinterprets its past, and how Chinese history and its literary and cultural traditions are represented in a new light on the world stage through film and literature. We also examine closely how tradition and the past are integrated and transformed into modern Chinese society and life. Topics include literary texts and films about Confucius and the First Emperor of China; the Chinese concept of hero; the representation of Mulan; heroine Qiu Jin; and most recent Taiwan films. All readings are in English Translation. Enrollment limited to 20. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 291 Writing Empire: Images of Colonial Japan

This course explores the development of Japanese and colonial identities in literature produced in and about Japan's colonies during the first half of the 20th century. We read literary works written during and about the Japanese empire by Chinese, Japanese, Korean, Okinawan and Taiwanese writers. By bringing together different voices from inside and outside of Japan's empire, students gain a deeper understanding of the complexities of colonial hegemony and identity. Taught in English: no knowledge of Chinese, Japanese or Korean required. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EAL 292 Topics in Japanese Popular Culture

This course examines different examples of Japanese popular culture such as anime, manga, film, popular music, television dramas, and popular fiction. Through readings, viewings, critical analysis and discussion, students analyze the texts within their specific cultural and historical contexts and gain a deeper understanding of Japanese society and culture. Students learn different theoretical frameworks for analyzing a variety of popular culture media. Students also develop a critical awareness of the influence of popular culture on national, regional and global levels. Enrollment limit 20.

*The Shōjo (Girl) in Japanese Popular Culture*

This course examines representations of the figure of the Shōjo (girl) in Japanese popular culture from the mid-1900s to the present. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Apocalyptic Narratives in Japanese Popular Culture*

This course will examine apocalyptic narratives in Japanese popular culture from the medieval period to the present. Assigned texts will include zuihitsu (essays), fiction, anime, manga, and film. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Japanese Popular Culture and its Traditional Context*
This course will study features of contemporary Japanese popular culture by placing it in the context of tradition. Students will gain a working knowledge of traditional Japanese literature and culture in order to examine the ways in which this tradition is re-worked and re-invented in contemporary popular works of literature, manga, anime, and film. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EAL 360 Seminar: Topics in East Asian Languages and Literatures
Topics course

*Notorious Trailblazers: Reading Women's Lives, Past and Present*
What do we really know about the social, political and literary roles that women play in pre-modern China? Do women throughout Chinese history always occupy a position inferior to their male counterparts? And when they rise to a powerful position, how are they perceived and through what lens? How about their self-perceptions and self-representations? Fast-forwarding to contemporary Taiwan, how do we understand women's voices when the traditional perspective still has its impact? Are we still accustomed to reading women's experiences in a stereotypical and narrow way? Are they represented to fit into a modern prejudiced agenda? This seminar focuses on women's experiences, past and present in China and Taiwan through critical exploration of representation, reception and agency. The course is for students who want to deeply engage in their own independent research project. Prerequisite: instructor's permission. Not open to first-years and sophomores. {L} Credits: 4
*Members of the department*
**Normally offered each spring**

*Honglou Meng: The Dream of the Red Chamber*
This seminar is to explore the cultures of traditional China through a 120-chapter novel known variously as *The Dream of the Red Chamber* (*Honglou meng* in Chinese). In modern times, the novel has also been frequently transformed into TV drama series, movies, plays, operas, and dance performances. In this seminar, we will study in depth the novel's representations of both popular and high culture, from traditional society, arts, and poetry to garden, clothing, food, and other everyday customs. We will examine the diverse themes and issues displayed in the novel, such as fate and human will, the interplay of illusion (dream) and reality, love and enlightenment. Prerequisite: permission of the instructor. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Book History and Print Culture in China and Japan*
This seminar will explore print and media cultures of the 16th through the 20th centuries in China and Japan. Students will read literary and popular works from China and Japan in the context of the cultural, intellectual, and technological transformations that defined these texts' creation, circulation, and reception. We will study historical and theoretical scholarship on topics such as vernacularity, the reading experience, and changing literacies for men and women. We will also consider how media developments shape the experience of Asian modernity. All readings in English translation. Prerequisite: at least one 200-level EAL course or instructor's permission. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EAL 400 Special Studies
For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

# East Asian Language Courses

A language placement test is required prior to registration for students who have previously studied the language. With the instructor's permission, advanced language courses (CHI 350, CHI 351, JPN 350, JPN 351) may be repeated when the content changes.

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
*Members of the department*
**Normally offered each fall**

### CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. {F} Credits: 5
*Members of the department*
**Normally offered each spring**

### CHI 220 Chinese II (Intensive)
Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 111 or permission of the instructor. {F} Credits: 5
*Members of the department*
**Normally offered each fall**

### CHI 221 Chinese II (Intensive)
A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} Credits: 5
*Members of the department*
**Normally offered each spring**

### 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 are supplemented by audio-visual materials. Prerequisite: CHI 221 or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered each fall**

### CHI 302 Chinese III
Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered each spring**

### CHI 310 Reading in Classical Chinese Prose and Poetry
This course introduces students to Classical Chinese or *wenyan*, the language of China's ancient and medieval literature and of the foundational texts of Confucianism, Daoism and Chan (Zen) Buddhism. Classical Chinese served

as a lingua franca throughout the pre-modern Asian world, so that the study of *wenyan* enhances understanding of the Japanese and Korean classics. It also improves students' capacity to read modern Chinese literature, newspaper articles and academic writing. In this course, students encounter some of China's most beautiful and influential texts, including the *Analects* and Mencius, the *Daodejing,* Tang poems and the *Gateless Gate*. Prerequisites: CHI 220, JPN 301, KOR 301 or permission of the instructor. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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, novellas and excerpts of novels as well as screenplays. Prerequisite: CHI 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
Topics course.
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
*Members of the department*
**Normally offered in alternate years**

### CHI 352 Food for Thought: Chinese Language, Culture, Environment, and Health
This course focuses on Chinese food culture and its relationship with environment and health. This course is an advanced-high Chinese language course that contextualizes learning through textual-visual analysis of food-related topics. The materials integrate different disciplines and genres to help students speak and write in Chinese coherently and critically. Through activities in and out of class, this course aims to develop students' deeper understanding of how language, along with food, both shapes and mirrors culture. Students explore cultural complexities and subtleties through literary-based online videos and compare with their own cultures on how flavors and tastes are used metaphorically. Prerequisites: CHI 302 and above at Smith College or its equivalent. Placement test and instructor's permission required if a student has not taken CHI 302. {F} Credits: 4
*Members of the department*
**Normally offered each spring**

### CHI 353 Talking Point: Epidemics and Their Controversies in China and Beyond
This course is designed to help students to deepen their understanding of China's culture and society through the controversies and debates surrounding the epidemics, and Covid-19 in particular, while developing their Chinese language skills in the process. In this course, we will attempt to understand people's experiences and feelings in the locked-down cities, analyze gender issues in the medical care workplace, and study discrimination against people who are from high-risk districts. We will explore topics such as whether or not people feel comfortable covering their faces; the role of NGOs in epidemics; and so on. Prerequisite CHI 302. Enrollment limited to 15. {F} Credits: 4
*Lu Yu*
**Normally offered each fall**

## 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
*Members of the department*
**Normally offered each fall**

### JPN 111 Japanese I (Intensive)
A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji are introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. {F} Credits: 5
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Normally offered each fall**

### JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} Credits: 5
*Members* of the department
**Normally offered each spring**

### JPN 301 Japanese III
Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 221 or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered each fall**

### JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered each spring**

### JPN 350 Contemporary Texts I
This course focuses on contemporary texts from different genres including newspaper and magazine articles, 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 work on group and individual projects such as translation of a text from Japanese to 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
*Members of the department*
**Normally offered each fall**

### JPN 351 Contemporary Texts II
Continued study of selected contemporary texts including fiction and short essays from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students' understanding of various aspects of contemporary Japanese society. Prerequisite: JPN 302 or permission of the instructor. With the instructor's permission,

advanced language courses may be repeated when the content changes. {F} Credits: 4
*Members of the department*
**Normally offered each spring**

## 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
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each spring**

# Courses in the Humanities Approved for the East Asian Studies Track

**ARH 200 China in Expansion**

**ARH 280 Art Historical Studies**
*Manga in A Thousand Years: Critical Approaches to Manga and Anime*

**Playing with Ink and Brush (900 CE to Present): A Material, Cultural and Political History of East Asian Art**

**Meditation In Caves: Buddhist Grottoes in East Asia**

**ARH 352 Studies in Art History**
*Naturalism & Amateurism: The Aesthetics of the Song Dynasty (960-1276) Paintings*
*Imperial Matter: The Arts of China's Early Empires*

**BUS 240 Buddhism and Gender**

**DAN 142 Dance Forms I**
*Korean Traditional Dance*

**EAL 101 Introduction to Language and Culture in East Asia**
*Writing and Cultural Identity*

**EAL 228 The Creaturely Voice in Chinese Fiction**

**EAL 231 The Culture of the Lyric in Traditional China**

**EAL 232 Modern Chinese Literature**

**EAL 233 Chinese Travel Writing**

**EAL 234 Self and Society in Chinese Fiction and Drama**

**EAL 235 Class, Gender and Material Culture in Late Imperial China**

**EAL 237 Chinese Poetry and the Other Arts**

**EAL 239 Intimacy in 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 244 Japanese Women's Writing**

**EAL 245 Writing, Japan and Otherness**

**EAL 250 Cinema in South Korea: Popular Imagination of Modern History**

**EAL 251 Modern Korean Literature**

**EAL 252 Women in Korean Cinema**

**EAL 253 Korean Cinema: Cinema and the Masses**

**EAL 254 Modern Korean Literature in Translation**

**EAL 261 Gender and Sexuality in Late Imperial Chinese Literature**

**EAL 262 Representation of Women in Chinese Culture**

**EAL 263 Romance and Martial Arts in Chinese Popular Fiction**

**EAL 271 Crafting the Self in Japan**

**EAL 272 Colloquium: Literature, Art and Culture in Edo Japan**

**EAL 273 Women and Narration in Modern Korea**

**EAL 274 Voices from Japan's Margins: Ethnicity, Identity and Resistance**

**EAL 281 Colloquium: Revising the Past in Chinese Literature and Film**

**EAL 291 Writing Empire: Images of Colonial Japan**

**EAL 292 Topics in Japanese Popular Culture**
*Japanese Popular Culture and its Traditional Context*
*The Shōjo (Girl) in Japanese Popular Culture*
*Apocalyptic Narratives in Japanese Popular Culture*

**EAL 360 Seminar: Topics in East Asian Languages and Literatures**
*Notorious Trailblazers: Reading Women's Lives, Past and Present*
*Book History and Print Culture in China and Japan*
*The Tale of Genji and The Genji Scrolls*
*Honglou Meng: The Dream of the Red Chamber*

**FYS 150 Writing and Power in China**

**MUS 220 Topics in World Music**
*The Music of Japan*

**PHI 112 Chinese Philosophy**

**REL 110 Colloquia: Thematic Studies in Religion**
*Politics of Enlightenment*

**REL 161 Introduction to Buddhist Thought**

**REL 264 Buddhist Meditation**

**REL 270 Zen Buddhism and Japanese Culture**

**REL 360 Seminar: Problems in Buddhist Thought**
*Enlightenment*

**WLT 228 The Creaturely Voice in Chinese Fiction**

**WLT 232 Modern Chinese Literature**

**WLT 239 Intimacy in Contemporary Chinese Women's Fiction**

# Courses in the Social Sciences Approved for the East Asian Studies Track

**ANT 223 In Sickness and in Health: Biopolitics, Public Health, and Medicine in East Asia**

**ANT 252 The City and the Countryside in China**

**ANT 253 Introduction to East Asian Societies and Cultures**

**ANT 342 Seminar: Topics in Anthropology**
*Biopower, Biopolitics, and Governance*

**ECO 219 The Chinese Economy**

**ENV 230 Colloquium: Environment and Society in Contemporary China**

**FYS 183 Images of Japanese Women**

**GOV 228 Government and Politics of Japan**

**GOV 230 Chinese Politics**

**GOV 235 Government and Politics in East Asia**

**GOV 251 Foreign Policy of Japan**

**GOV 253 Colloquium: Culture and Diplomacy in Asia**

**GOV 327 East Asian Politics Seminar**

**GOV 328 Rising China**

**GOV 329 Comparative Politics of Northeast Asia**

**GOV 340 Seminar: Taiwan—Internal Politics and Cross-Strait Relations**

**GOV 348 Seminar in International Politics**
*Conflict and Cooperation in Asia*

**HST 200 (L) Modern East Asia**

**HST 211 (L) The Emergence of China**

**HST 212 (L) China in Transformation, A.D. 750–1900**

**HST 213 History of Modern China**

**HST 214 (C) Aspects of Chinese History**
*The World of Thought in China*

**HST 217 (L) World War Two in East Asia: History and Memory**

**HST 220 (C) Japan to 1600**

**HST 221 (L) Samurai to Sony: The Rise of Modern Japan**

**HST 222 (C) Aspects of Japanese History**
*The Place of Protest in Early Modern and Modern Japan*

**HST 223 (C) Women and Gender in Japanese History**
*Women in Japanese History From Ancient Times to the 19th Century*

**HST 301 Calderwood Seminar on Public Writing**
*Writing about 20th-Century Wars in Asia*

**HST 313 Seminar: Problems in East Asian History**
*Remembering the Asia-Pacific War*

*Writing Gender Histories of East Asia*

# Economics

**Professors**
Deborah Haas-Wilson, Ph.D. **2
Mahnaz Mahdavi, Ph.D. **1
James Daniel Miller, Ph.D., J.D.
Roisin Ellen O'Sullivan, Ph.D., Chair
Lucie Schmidt, Ph. D.
Andrew S. Zimbalist, Ph.D.

**Associate Professor**
Terry-Ann Craigie, Ph.D.
Susan Stratton Sayre, Ph.D. †2

**Assistant Professors**
Maggie Liu, Ph.D. *1
Vis Taraz, Ph.D. †2
Argyris Tsiaras, Ph.D.
Mariyana Zapryanova, Ph.D.

**Visiting Assistant Professors**
Manuel Garcia Dellacasa, Ph.D.
Gunjan Sharma, Ph.D.

**Lecturers**
Paul Kurtz Newlin

## The Major in Economics or Quantitative Economics

**Advisers:** Terry-Ann Craigie, Deborah Haas-Wilson, Maggie Liu, Mahnaz Mahdavi, James Miller, Roisin O'Sullivan, Lucie Schmidt, Susan Stratton Sayre,, Vis Taraz, Argyris Tsiaras, Mariyana Zapryanova, and Andrew Zimbalist

**Adviser for Study Abroad:** Mahnaz Mahdavi

**Basis for the major:** 150 and 153.

**Economics Track:** The five courses in the core—150 and 153 or their equivalent, 220, 250 and 253—plus five other courses in economics including one seminar. ECO 220 may be replaced in the core with either SDS 220 or SDS 291. In the case of SDS 220, the students will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 203, SOC 204, SDS/MTH 201, PSY 201 or SDS 220 may not receive college or major credit for 220. MTH 111 or its equivalent is a prerequisite for 250 and 253.

**Quantitative Economics Track:** The six courses in the core—150 and 153 or their equivalent, 220, 240, 250 and 253—plus five other courses in economics, including two upper-level courses (254-299) and one seminar. ECO 220 may be replaced in the core with either SDS 220 or SDS 291. In the case of SDS 220, the students will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 203, SOC 204, SDS/MTH 201, PSY 201 or SDS 220 may not receive college or major credit for 220. MTH 111 or its equivalent is a prerequisite for 250 and 253.

Students who pass the department's placement examination in microeconomics or macroeconomics, or who pass the AP examination in microeconomics or macroeconomics with a score of 4 or 5, or who have the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of 150, 153 or both. Course credit toward the major will be granted as long as the overall number of economics credits recorded on the transcript is at least 36. 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, and for Middle East Studies courses 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 their junior year abroad if they meet the college's requirements. Only 4 semester course credits (and no more than 2 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 Jean Picker Semester-in-Washington Program, administered by the Department of Government and described under the government major.

## The Minor

**Advisers:** Same as for the major.

**Requirements:** Six courses in economics, consisting of 150, 153, 220, and three other courses in economics or 150, 153, a statistics course taken outside of the department, and four other courses in economics. Crediting procedures are the same as for the major.

## Honors

**Director:** Susan Sayre.

Please consult the director of honors and the departmental website at www.smith.edu/economics/honors.php for specific requirements and application procedures.

## A. General Courses

### ECO 125 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 are examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. {S} Credits: 4
*James Miller*
**Normally offered each academic year**

### ECO 127 The Magic of the Marketplace

An introduction to capitalism. Markets have made the average American richer than any medieval king. Take this course to find out why. Other topics covered include innovation, discrimination, prostitution, environmental economics, international trade, affirmative action, business competition, price gouging, illegal drugs, Internet piracy, baby auctions, inequality and IQ, the stock market, the minimum wage, an economic love story, the economics of government, and why Africa is poor. This course is less mathematical than Economics 150. Open only to junior and senior non-economics majors or minors. A student may not receive credit for both ECO 127 and ECO 150 (or its equivalent). {S} Credits: 4
*James Miller*
**Expected to be offered in the next three years**

### 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 is produced and decide who gets the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {QS} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ECO 153 Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course 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
*Members of the department*
**Normally offered both fall and spring semesters**

### 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 to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 203, SOC 201, MTH 201, PSY 201, SDS 220. Course limited to 55 students. {M} {QS} {S} Credits: 5
*Vis Taraz, Terry-Ann Craigie*
**Normally offered each academic year**

### ECO 2XX Introduction to Political Economy (pending CAP approval)

In this course, we use economic analysis tools to study the conflicts that underpin the Capitalist mode of production. Social constructs like class, gender, race, and imperialism are essential categories to our analysis. After studying the basic characteristics of Capitalism and its inherent distributional conflicts, we will explore the institutions that regulate these conflicts - underscoring their endogenous transformation in times of crisis. To understand this process in-depth, we will analyze the last one hundred years of US capitalism from the lens of political economy. By the end of our course, students will understand that the economy is far from being a closed system. (E) {S} Credits: 4
*Manuel Garcia Dellacasa*
**Normally offered each academic year**

### ECO 280 Economic Research Methods

An introduction to the research workflow in economics. Drawing on examples from a variety of economic fields, students will learn how to search, read, and write about the economic literature and to generate reproducible economic data analysis using statistical software like R and Stata. The course focuses on the practical skills needed to apply the tools from economic theory and econometric methods to real economic research questions. Prerequisite: one of ECO 220, ECO 240, SDS 220, or SDS 291 and one of ECO 250 or ECO 253. (E) {S} Credits: 4
*Susan Stratton Sayre*
**Normally offered each academic year**

# B. Economic Theory

### ECO 240 Econometrics

This course offers an introduction to the basic principles of econometrics and the methods used to present and analyze economic data. Knowledge of statistical methods is essential for understanding and evaluating critically much of what is written about economics and social policy. The main goal of the course is for you to leave it as an informed and critical consumer of empirical studies and with the foundational skills to conduct your own original empirical research. Prerequisites: either ECO 150 or ECO 153, MTH 111 and either ECO 220, SDS 220 or SDS 291. {M} {S} Credits: 4
*Mariyana Zapryanova*
**Normally offered each academic year**

### ECO 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
*Deborah Haas-Wilson, Susan Stratton Sayre*
**Normally offered both fall and spring semesters**

### ECO 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
*Argyris Tsiaras, Roisin O'Sullivan*
**Normally offered both fall and spring semesters**

### ECO 254 Behavioral Economics

An examination of the combination of economists' models and psychologists' understanding of human behavior. This combination fosters new understanding of consumers' and firms' decision-making. Topics include decisions motivated by issues of fairness or revenge (rather than self-interest); decisions based on the discounting of future happiness; decisions based on individuals' incorrect beliefs about themselves (such as underestimating the power of bad habits or cravings). This new understanding has implications for economic, political, legal and ethical issues. Prerequisites: ECO 220 and ECO 250. (E) Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

### ECO 255 Mathematical Economics

Review of mathematical techniques required for a rigorous study of economics. Extensive instruction on applications of these techniques to economic problems will be provided. Emphasis will be put on static and dynamic optimization and comparative statics. Applications to microeconomics, macroeconomics, and financial economics will be discussed. The course prerequisites are ECO 250, ECO 253, MTH 211, and MTH 212 or permission of the instructor. {M} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

### ECO 258 Applied Market Design

In 2012, the Nobel Memorial Prize in Economics Sciences was awarded to Alvin Roth and Lloyd Shapley for their theoretical and practical work on the design of markets. This course provides an introduction to the field of market design, focusing on the functioning of specific markets and market mechanisms. Applications include but are not limited to: auctions, kidney exchange, medical match, school choice, course allocation, and trading on the stock market. In addition, we will study the market design aspects of new technologies that facilitate new types of marketplaces, such as cryptocurrencies and taxi-ride platforms. Prerequisite: ECO 250 or permission of the instructor. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

### ECO 271 The Economics of Climate Change

Climate change has been recognized as "the major, overriding environmental issue of our time, and the single greatest challenge facing environmental regulators" by the United Nations Secretary General. In this class we use the tools of economics to analyze and understand the many challenges of climate change. Topics covered include climate damages, market failure and externalities, emissions standards and taxes, cap and trade, discounting, risk and uncertainty, mitigation and integrated assessment models, adaptation, development, and gender. Prerequisites: ECO 220 and ECO 250. (E) {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ECO 272 Law and Economics

An economic analysis of legal rules and cases. Topics include property law, contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: ECO 250. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

### ECO 360 Seminar: Economics of Crime

This course is designed with two central goals. First, use microeconomic and econometric tools to explore and understand crime and incarceration. Relevant topics include but are not limited to: non-violent and violent crime, gun control, drug control, policing,incarceration, and racial biases in the criminal justice system. Second, develop the key tools for economic work including analytical thinking, strong quantitative, research and presentation skills. Prerequisites: ECO 220 and ECO 250 or permission of the instructor. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

## C. The American Economy

### 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
*Members of the department*
**Normally offered in alternate years**

### ECO 201 Gender and Economics

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes in households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women? Prerequisite: ECO 150. {S} Credits: 4
*Lucie Schmidt*
**Normally offered in alternative years**

### ECO 222 Economics of Race, Policy, and Mass Incarceration

The United States has the world's highest incarceration rate at more than five times the global median. Our country is regrettably distinguished by significant racial-ethnic and gender disparities in its carceral population. This course uses the tools of economic analysis to address three main questions: First, how did we get here, that is, how did the United States become the world's leader in incarceration? Second, what are the economic implications and collateral consequences of racialized mass incarceration? Finally, what can we do about it, that is, can we use economic tools to examine the efficacy of criminal justice reform? Prerequisite: ECO 150. {S} Credits: 4
*Terry-Ann Craigie*
**Normally offered each academic year**

### ECO 224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods and common property resources. Prerequisite: ECO 150. {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### ECO 260 Public Economics and Finance

Why does the government intervene in the economy? What are the responses of private agents to government's actions? What are optimal government policies? This course focuses on the role of the government in the economy and uses tools of microeconomic analysis to study the taxing and the spending activities of the government. The course covers tax policy, inequality, social insurance programs, public goods, environmental protection, and education. Special emphasis is on current policy issues in the U.S., such as income inequality, poverty, healthcare reform, income tax reform, and crime. Prerequisite: ECO 250. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ECO 263 Labor Economics

This course is designed to give students a broad overview of the economic issues associated with labor markets. Topics to be covered include labor demand; labor supply; compensating wage differentials; investments in human capital; migration and immigration; the determination of wages; gender/race/ethnicity in labor markets; unemployment; and inequality in earnings. Prerequisites: ECO 250 and ECO 220. {S} Credits: 4
*Lucie Schmidt*
**Normally offered in alternative years**

### 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
*Mahnaz Mahdavi*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered in alternate years**

### ECO 314 Seminar: Industrial Organization and Antitrust Policy

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers and acquisitions, advertising, strategic behaviors, vertical restrictions such as resale price

maintenance and exclusive dealing, and antitrust laws and policies. Prerequisite: ECO 250. {S} Credits: 4
*Deborah Haas-Wilson*
**Normally offered each academic year**

### 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
*Members of the department*
**Expected to be offered in the next three years**

### ECO 331 Seminar: The Economics of Sports

This seminar will explore economic principles behind the operation of the sports industry in the United States and internationally. Specific topics to be covered include: antitrust; athlete compensation; labor market behavior; competitive balance; team value and profitability; economic impact and financing of stadiums; economics of the Olympics and World Cup; and, economic issues in college sports. Prerequisites: ECO 250 and ECO 220. {S} Credits: 4
*Andrew Zimbalist*
**Normally offered each spring**

### ECO 341 Economics of Health Care

An examination of current economic and public policy issues in healthcare. Topics include markets for health insurance, physician services, and hospital services; public policies to enhance health care quality and access; the economics of the pharmaceutical industry; and alternatives for reforming the U.S. healthcare system. Prerequisites: ECO 250 and 220 or permission of the instructor. {S} Credits: 4
*Deborah Haas-Wilson*
**Expected to be offered in the next three years**

### 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 additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of the U.S. News rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. The course emphasizes empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and ECO 220. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

### ECO 361 Seminar: Economics of Discrimination

It is hotly debated whether and to what extent observable outcome differentials in various markets can be attributed to the effects of discrimination. This course will critically explore various discrimination topics, paying special attention to the evidence in the economics literature that potentially proves or disproves the presence of discrimination. A critical skill essential to the economic analysis of discrimination is the use of econometrics in analyzing discriminatory practices. We will explore the main econometric methods used to measure discrimination, debate their strengths and limitations, as well as discuss the economic implications for anti-discriminatory policies. Prerequisites: ECO 250 and ECO 220. Enrollment limited to 12. {S} Credits: 4
*Terry-Ann Craigie*
**Expected to be offered each academic year**

### ECO 364 Seminar: The Economics of Future Technology

Machine learning, 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
*Members of the department*
**Normally offered in alternate years**

## D. International and Comparative Economics

### 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
*Members of the department*
**Normally offered each academic year**

### ECO 219 The Chinese Economy

This course offers an analysis of the recent development of the Chinese economy, its rapid transformation in the post-Mao period, and the implications of this transformation for the welfare of Chinese households. Topics to be discussed include economic reform, trade liberalization, demography, inequality, health and environmental challenges. Fundamental topics in principles of economics will be covered in an intuitive way through topics pertaining to China. Course performance will be assessed through participation, in-class quizzes, literature critiques, and a final paper plus presentation. Prerequisite: ECO 150 and ECO 153. {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### ECO 226 Economics of European Integration

Why would countries give up their own currencies to adopt a common new one? Why can citizens of Belgium simply move to France without any special formalities? This course investigates such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus is on the economics of integration, account is taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union, the integration of markets for labor, capital and goods and monetary integration. Prerequisites: ECO 150 and 153. Enrollment limit of 36. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ECO 238 Inequality and Economic Growth

An examination of the global dynamics and determinants of inequality in income and wealth and its interplay with economic growth. Beginning with an overview of growth at the country level, the course moves to examine the division of income between labor and capital, inequality in capital ownership, and inequality in labor earnings, ending with a discussion of policy proposals to address increasing inequality. Topics covered include the labor share, the concentration of wealth at the top, the skill premium, intergenerational mobility, managerial compensation, the racial and gender wage gaps, and offshore tax evasion. (E) {S} Credits: 4

*Members of the department*

**Expected to be offered in the next three years**

### 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

*Members of the department*

**Normally offered each academic year**

### 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

*Members of the department*

**Normally offered each spring**

### ECO 311 Seminar: Topics in Economic Development

Topics course.

*The Political Economy of Development in Africa*

Since postcolonial 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

*Members of the department*

**Expected to be offered in the next three years**

*The Economic Development of India*

This seminar applies and extends microeconomic theory to analyze selected topics related to India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Topics and assignments may be changed in response to the class's particular interests. Prerequisites: ECO 220 and ECO 250. {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### ECO 319 Seminar: Economics of Migration

Who migrates? Why do they move? Where do they leave from and move to? What are the economic impacts? This course offers an overview of historical and current migration patterns, and examines the main theories and empirics behind the economics of migration -- its causes and consequences. The course concludes with a discussion of the policy implications, drawing examples from internal migration reform in China and current immigration policy debates in the U.S. Prerequisite: ECO 250, 253 and 220. {M} {S} Credits: 4

*Members of the department*

**Expected to be offered in the next three years**

### ECO 338 Seminar: Household Finance and Inequality

How do individual economic decisions shape wealth inequality and economic mobility? This course examines topics at the intersection of household finance, the field of economics studying the financial decisions of households, and the economics of inequality. Beginning with an overview of the historical dynamics and theories of wealth inequality, we study recent empirical and theoretical findings on how household preferences and beliefs, financial portfolio investment mistakes, financing frictions, entrepreneurship, and taxes affect the distribution of wealth. Prerequisites ECO 220 and ECO 250. Enrollment limited to 12. (E) {S} Credits: 4

*Members of the department*

**Expected to be offered in the next three years**

### ECO 375 Seminar: The Theory and Practice of Central Banking

What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course explores the theoretical foundations that link central bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks are then examined. Much of the analysis focuses on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 220, ECO 253 and a course in either international finance or money and banking such as ECO 275 or ECO 296. {S} Credits: 4

*Roisin Ellen O'Sullivan*

**Normally offered in alternate years**

### 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. For 2017, the seminar will pay special attention to the impact of globalization on income inequality and national identity. In particular, we will examine whether international trade, immigration and emigration play a significant role in the growth of income inequality, both within and among nations, over the past several decades and, if they do, what, if anything, might be done to attenuate or reverse these trends? Prerequisites: ECO 250, and one 200-level course in international economics or the equivalent. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next three years**

### 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
*Members of the department*
**Expected to be offered in the next three years**

# 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 on the department's web page at www.smith.edu/economics.

### ECO 400 Special Studies

Admission to special studies is by permission of the department. (E) S/U only. Credits: 1
**Normally offered each academic year**

### ECO 401 Special Studies

By permission of the instructor. A scholarly project conducted under the supervision of any member of the department. S/U only. Credits: 1 or 2
**Normally offered each academic year**

### ECO 404 Special Studies

Admission to special studies is by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. Credits: 4
**Normally offered each academic year**

### ECO 408D Special Studies

Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. This is a full-year course. Credits: 8
**Normally offered each academic year**

# F. Honors

Please consult the director of honors and the departmental website for specific requirements and application procedures at www.smith.edu/economics/honors.php.

### ECO 430 Honors Project

Honors project Credits: 4
*Members of the department*
**Normally offered each academic year**

### ECO 430D Honors Project

Credits: 8
*Members of the department*
**Normally offered each academic year**

# Education and Child Study

### Professors
Rosetta Marantz Cohen, Ed.D., Myra M. Sampson Professor of Education and Child Study
Samuel M. Intrator, Ph.D., Elizabeth A. Woodson 1922 Professor of Education & Child Study *2
Lucy W. Mule, Ph.D.

### Associate Professors
Shannon Audley, Ph.D.

### Assistant Professors
Maleka Donaldson, Ed.D.
Cristina Valencia Mazzanti

### Lecturers
Graeham Dodd, Ed.S.
Miranda McCarvel, Ph.D.
Hannah Lord, Psy.D.
Victoria Weed, M.Ed.

### Coordinator of Teacher Education
Jillian DiBonaventura, M.Ed.

### Lab School Supervising Teachers
Tiphareth Ananda, Ed.M
Margot Bittel, M.Ed.
Lisa Echevarria , M.Ed.
Emily Endris, M.Ed.
Joseph Golossi, M.A.
Andrea Hermans, M.A.
Danielle L'Heureux, M.Ed.
Paul Matylas, Ed.M.
Sarah Mueller, M.Ed
Amanda C. Newton, M.Ed.
Jane Rothberg, M.A.

### Campus School Leadership
Jon Deveaux, M.A., Interim Head of School
Laura Tiktin-Sharick, Ed M, Assistant Head of School

## The Major

At the Smith College Department of Education and Child Study, we believe the study of teaching, of how people learn, and of the diverse contexts and institutions where learning takes place is central to the health and future of our rapidly changing and diverse society. Students majoring in EDC will select one of three strands to organize the focus of their course work and learning:

- Teaching and Learning:
  Focused on how people learn and of particular interest to students interested in teaching.
- International/Global Education:
  Focused on exploring the context of global economic, political, cultural, and community influences on education.
- Youth, Community and Policy Studies:
  Focused on the design, policy, and educational practices of school, out-of-school and community-based educational initiatives.

**Requirements:**
Each student, with the approval of their major adviser, elects a carefully planned program of course selections designed to meet the following requirements: ten education courses including three foundations courses (breadth), three courses in a single curricular strand (depth), three elective courses, and the senior colloquium.

**The Foundations**
Each student, with the approval of her major adviser, should take one foundations course in each of these three areas by the end of sophomore year.
- The Science of Learning (EDC: 238 OR 240)
- Human Development (EDC: 231, 235, 239, 342)
- Settings and Contexts. (EDC 110, 200, 226, 232, 237, 278, 299, 343, 235, 239, 342)

**The Three Curricular Strands**
Beyond the foundations courses, students are required to achieve depth in one of the department's three curricular strands: Teaching and Learning, Youth, Community and Policy, or International/Global Education. Depth is achieved by selecting at least three courses in one of the curricular strands below.

**Electives**
Students round out their major with three elective courses. Electives should be selected in consultation with the student's education adviser and chosen from Smith offerings or offerings from the Five Colleges and/or the student's study abroad program.

**Capstone Course**
All Education and Child Study majors will take EDC 340 Senior Colloquium during the spring semester of their senior year.

**Licensure requirements:** See below.

Courses required for the major or minor in Education and Child Study may not be taken S/U. Students may major by completing either a licensure or non-licensure program. Those pursuing the licensure track will graduate with all necessary requirements to teach in Massachusetts public schools. Those taking the non-licensure track can design their major around their particular interests in the field, working in consultation with their major adviser.

Smith College is an approved licensure provider in the state of Massachusetts. To become eligible for licensure in the state of Massachusetts while at Smith College, students must successfully complete the requirements of the teacher licensure program, pass the required Massachusetts Tests for Educator Licensure (MTEL) [fees apply], and submit licensure application materials and fees to the Massachusetts Department of Elementary and Secondary Education. The initial license earned in Massachusetts may transfer to other states, although additional requirements may exist. If students are interested in finding out more about licensure in a different state, they should contact the Coordinator of Teacher Education to set up an appointment.

**Advisers:** Members of the department

## The Minor

The Education and Child Study minor requires six courses. Minors are student initiated and decided in consultation with a departmental adviser. Students interested in pursuing a minor should contact a faculty member in the department as soon as possible.

## Study Abroad

**Adviser for Study Abroad:** Lucy Mule

## Honors

**Director:** Shannon Audley
Please consult the director of honors or the departmental website for specific requirements and application procedures. It is important to begin this process junior year.

# Graduate Program

**Adviser:** Members of the department

Requirements for graduate degrees can be found in the Graduate and Special Programs section and at 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. We offer licensure in the following fields and levels:

Elementary 1–6 Baccalaureate and Post-baccalaureate
Biology 8–12 Baccalaureate and Post-baccalaureate
Chemistry 8-12 Post-baccalaureate
English 5–12 Baccalaureate and Post-baccalaureate
Foreign Language (French, Mandarin, or Spanish) 5-12 Baccalaureate and Post-baccalaureate
General Science 5-8 Baccalaureate and Post-baccalaureate
History 5–12 Baccalaureate and Post-baccalaureate
Humanities 5–8 Baccalaureate and Post-baccalaureate
Mathematics 5-8 Post-baccalaureate
Mathematics 8–12 Baccalaureate and Post-baccalaureate
Math/Science 5–8 Baccalaureate and Post-baccalaureate
Physics 8–12 Baccalaureate and Post-baccalaureate
Social Science 5-12 Post-baccalaureate
Visual Arts PK–8 Post-baccalaureate

Students must 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 are required to take courses in a range of content areas to meet licensure subject matter requirements; including nine credits of math. All students seeking educator licensure must also 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 Study or schedule an appointment with the coordinator of teacher education, as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall.

# Teaching and Learning Strand

The foundational ideas of the Teaching and Learning strand are about how people learn, how they develop, and how this knowledge should influence teaching and the design of learning environments. Learning environments include classrooms and also less formal settings such as museums, after-school and summer programs. Inclusion, individual differences, and the demands of different subject matter are important considerations in all decisions about learning environments. Core ideas about teaching and learning inform public policy and the creation of educational standards. Students interested in any of the diverse topics related to learning and teaching should find a home in this strand. The Teaching and Learning Strand is well suited for students who are preparing to teach, and licensure requirements are embedded in this strand.

### EDC 110 Introduction to American Education

This course is an introduction to educational foundations. It is designed to introduce students to the basic structure, function and history of American education, and to give them perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35. Credits: 4
*Members of the department*
**Normally offered each academic year**

### EDC 212 Linguistics for Educators

Knowledge of linguistics is a valuable tool for educators. Understanding the linguistic underpinnings of language, variation between spoken and written language, and sociolinguistic variation that exists in the classroom is beneficial in teaching reading and writing to all students and in understanding classroom discourse. Knowing how language works allows educators to recognize the linguistic issues they may encounter, including delays in reading; the effects of multilingualism on writing, speaking, and reading; and differences due to dialectical variation. This course provides a basic understanding of linguistic concepts, how written and spoken language interact and vary, and sociolinguistic variation in the classroom. (Can also count for the International/Global Education Strand) (E) {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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 discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This leads students to consider, compare and contrast a variety of programs and models in early childhood education. This course requires weekly fieldwork in local early childhood education classrooms. Enrollment is limited to 20. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 students and sophomores. Enrollment limited to 30. {N} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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 summative and formative evaluations of student comprehension, learning needs, and academic progress. Students also develop authentic assessment tools as they work through evaluation problems associated with particular curriculum programs and instructional techniques. This course has a community-based project that requires a regular out-of-class time commitment and a final group presentation for a

professional learning community of Smith College Campus School teachers and staff. Enrollment limited to 20. Not open to first-years. {S} Credits: 4
*Members of the department*
**Normally offered each academic year.**

### EDC 311 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 in developing proficiency in English. This course is designed to provide 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 limited to 35. Priority given to students either enrolled in or planning to enroll in the student teaching program. This course requires weekly fieldwork in public school classrooms. Credits: 4
*Members of the department*
**Normally offered each spring**

### EDC 336 Seminar in American Education

Topics course.

*Research Methods in Education*
Students will be provided an introduction to educational research methods through two main activities in this weekly seminar: They will (1) discuss texts pertaining to analytical approaches and theoretical models in educational research inspired by constructivist and sociocultural theories, and (2) participate in research projects guided by Campus School teachers' inquiries about learning. Students will partner with teachers as research teams and regularly engage in providing and receiving feedback on their collaborative projects. Student research teams will support their teacher collaborators by constructing research plans, and observing, documenting, analyzing, and reporting on aspects of classroom learning throughout the semester. Not open to first-years and sophomores without permission of instructor. Credits: 4
*Members of the department*
**Normally offered each fall**

### 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 additional hours engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: 238. Open to juniors, seniors and graduate students only. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 343 Multicultural Education

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. This course has a community-based learning requirement. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 345D Elementary Curriculum and Methods

A study of the elementary school 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: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### EDC 346 Clinical Internship in Teaching

Full-time practicum in grade K-12 schools. Open to seniors only and offered in two sections. Section 01 is offered to students who have completed the prerequisite courses for elementary student teaching. Section 02 is offered to students who have completed the prerequisite courses for Middle/Secondary student teaching, and includes a weekly companion seminar for students completing a full-time practicum at the middle or high school level. Admission by permission of the department. Pre registration meeting scheduled in April. {S} Credits: 8
*Members of the department*
**Normally offered each academic year**

### EDC 347 Individual Differences Among Learners

Examination of individual differences and their consideration in the teaching-learning process.This course requires weekly fieldwork in classrooms supporting individual learners. Prerequisites: EDC 238. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 352 Methods of Instruction

This course examines subject matter from the standpoint of pedagogical content knowledge. Topics include 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. Two class hours and a practicum involving directed classroom teaching are required. Prerequisite: three courses in the department taken previously, including 235 and 238 or 342; grade of B- or better in education courses. Admission by permission of the department. Pre registration meeting scheduled in April. Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 390 The Teaching of Science, Engineering and Technology

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

### 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
*Members of the department*
**Normally offered each fall**

### 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. Limited to juniors and seniors and graduate students. Does not count for seminar credit in the history major. {H} Credits: 4

*Members of the department*

**Normally offered each fall**

### SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/POR/FRN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 25. {F} {S} Credits: 4

*Members of the department*

**Normally offered each fall**

## Youth, Community and Policy Strand

The Youth, Community, and Policy strand within the major is intended to equip students with the knowledge and skills needed to design, lead, research, evaluate, and work in educational settings. Courses within the strand provide a theoretical grounding in learning science, development, youth policy, and leadership while teaching applicable skills for working with and for youth in school and out-of-school settings. Students pursuing this strand are required to have a school and out-of-school experience as part of the major, through community service learning placements, summer work (including PRAXIS), Urban Education Initiative, Project Coach or other course-based placements. The Youth, Community and Policy strand is well suited for students who are preparing to work in research, policy, social work, out-of-school programming, counseling, as well as teaching.

### EDC 200 Critical Perspectives in Urban Education

This course explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the environment. Our essential questions: How have educators and policy makers attempted to provide a quality educational experience for youth? 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 community level by exploring the work of teachers, parents, youth workers and reformers. Fieldwork opportunities are available for students. Enrollment limited to 35. Credits: 4

*Members of the department*

**Normally offered each fall**

### EDC 206 Statistical Literacy in Educational Research and Policy

Same as MTH 206. Education is increasingly data driven—data is used to evaluate classroom pedagogy, student achievement, teacher efficacy and school failure. It is important for educators then, to be able to interpret complex data and make research-based decisions. This course fosters student's ability to critically interpret education-related data by concentrating on the application of critical thinking skills to arguments involving statistics in education. The student emerges as a knowledgeable consumer of statistics rather than a producer of statistical calculations. Course activities focus on the interpretation, evaluation and communication of statistics in educational research literature, standardized tests, and real-world situations. (E) {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EDC 232 The American Middle School and High School

A study of the American secondary and middle school as a changing social institution. Provides an analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. This course includes a weekly service learning commitment. Enrollment limited to 35. {S} Credits: 4

*Members of the department*

**Normally offered each fall**

### EDC 235 Child and Adolescent Growth and Development

This course is a study of the theories of growth and development of children, from prenatal development through adolescence; looks at basic considerations of theoretical application to the educative process and child study. Involves directed observation in a variety of child-care and educational settings. Enrollment limited to 55. {S} Credits: 4

*Members of the department*

**Normally offered both fall and spring semesters**

### EDC 239 Counseling Theory and Education

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EDC 284 Teaching and Mentoring Adolescents in Community Programs

This course focuses on understanding and using a positive youth and community development framework in supporting the learning and development of youth. Students will explore emerging science on youth and adolescent development, while learning about evidence-based pedagogies and promising programs that support youth development in school and community programs. Students will participate on a weekly basis in community-engaged placements and learn to teach, coach, and mentor adolescents using the theory, principles and practices associated with positive youth development. {S} Credits: 4

*Members of the department*

**Normally offered each Fall**

### EDC 298 Rethinking Education Leadership and Policy for Tomorrow's World Practicum

This practicum is the intensive January apprenticeship in a school or educational setting designed as the prerequisite for EDC 299. This combined experience will provide students with an opportunity to pursue deeper understanding about education, teaching, school reform and educational policy. We will examine how educators can better harness what is known in the research. {S} Credits: 1

*Members of the department*

**Normally offered each interterm**

### EDC 299 Rethinking Leadership and Policy for Tomorrow's World

This course is designed to provide students with an opportunity to pursue deeper understanding about education, teaching, school reform and educational policy after completing an intensive January apprenticeship in a school or educational setting. We will examine how educators can better harness what is known in the research, practice, and policy arenas to ensure that all youth thrive. This course is open to all Five College students who have done the Urban Education January internship program (Mindich Fellowship). (E) {S} {S} Credits: 3
*Members of the department*
**Normally offered each spring**

### EDC 331 The Stories Children Tell

This course will focus on examining children's social and moral development through the use of narrative methodology. We will examine how the uses of cultural tools such as narratives and social media allow us to investigate how contexts, such as schools and youth organizations, influence children's understanding of and response to (in)justice. In particular, we will focus on the role of teachers and peers as agents of socialization by examining children's stories about their experiences in classrooms. Enrollment limit of 15. (E) Credits: 4
*Members of the department*
**Normally offered in alternate years**

### EDC 336 Seminar in American Education

Topics course.

*Youth Development and Social Entrepreneurship*
This course is designed for students who aspire to study the theory and practice of programs devoted to serving youth and how they are founded, funded, and sustained. We will examine theories that explain the factors that perpetuate the achievement gap and explore programs developed to redress these inequalities. Our goal is to provide you with experiences that will: (a) help you to appreciate and understand the complexity of organizing and operationalizing urban youth development programs, and (b) facilitate the development of a skill set that will allow you to take a leadership role in the emerging field of after-school. This is a course with a service learning commitment. You will be required to work in and/or observe a youth development program for at least 10 hours this semester. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 examine how the experience of childhood is shaped by the interplay of family, schooling and wider culture by drawing on directed field observations and experiences. Prerequisite: 235 or permission of the instructor. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EDC 342 Growing Up American: Adolescents and Their Educational Institutions

The institutional educational contexts through which adolescents move can powerfully influence their growth and development. Using a cross-disciplinary approach, this course examines those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. We investigate what theoretical and socio-cultural perspectives shape these educational institutions and how these institutions serve or fail the diverse needs of American youth. This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EDC 343 Multicultural Education

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. This course has a community-based learning requirement. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 367 Complicating and Simplifying Educational Policy: A Calderwood Seminar in Public Writing

Education is a topic about which almost everybody has an opinion. And yet policies surrounding schooling and the politics that drive those policies have changed little over the course of the last 30 years. Though deep divisions manifest in other arenas of American life, there has been surprisingly little policy difference between Republicans and Democrats when it comes to American schools, their structures, content, and funding. This course will ask students to dig deeper into prevailing educational policy, find topics that are worthy of debate and argument, and write about them to a general audience. {S} (WI) Credits: 4
*Members of the department*
**Normally offered each spring**

### MUX 119 Museums in Society

Museums are multi-layered institutions with complex histories. Their role in society reflects contemporary perspectives on the ways knowledge is produced, categorized, and communicated. This half-semester course introduces students to key topics reflecting the history of collecting institutions, their evolving public mission, and critical issues central to their work today. {H} Credits: 1
*Members of the department*
**Normally offered each fall**

## International/Global Education Strand

The Global strand within the major is intended for students who have a particular interest in international and/or comparative theories, practices, and policies in education. Courses within this strand are focused on teaching and learning policies and practices outside the United States, on the history and philosophy of education in other countries, and on the status of teaching and schooling worldwide. Students pursuing this strand are required to have an international experience as part of the major, either through study abroad, internships, or short term FLEX programs. Advisors will point majors towards programs abroad that are especially suited to the study of global education. Some second language experience is encouraged.

### EDC 205 Coming of Age in Three Cultures: Japan, Finland and America

This course will consider the experience of emerging adulthood in three very different contemporary societies: the United States, Japan, and Finland. Through discussions of scholarly articles, current news stories, considerations of film and visual culture, and face-to-face interviews with teachers and young people around the world, students will appreciate the impact of culture on the

creation of identity and the experience of transitioning from adolescence into the adult world. Enrollment limited to 18. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 226 The Making of a School

This course will consider the historical, political, and practical forces that go into the making of school, both in the United States and in the developing world. Students will work with field-based practitioners to create a model alternative school in Nairobi, Kenya. Enrollment limit of 30. {S}
*Members of the department*
**Expected to be offered within the next 3 years**

### EDC 237 Comparative Education

This course introduces students to the field of comparative and international education. Students survey general features of educational systems and examine key educational policies and practices in select countries. They also explore a variety of theoretical approaches and research methods for understanding educational policy and practice in comparative perspective. Focus areas include: educational access, quality and equity; teacher quality and professionalism; and educational reform in a globalized context. Enrollment limited to 35.{S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EDC 278 Race and Education

This course examines the centrality of race in education mainly in the United States but also in other parts of the world. Using an interdisciplinary lens, we will explore an array of theories of race and intersectionality as they relate to education and interrogate related empirical research and personal narratives. Among the topics to be explored are the history of the concept of race; complexity of race and the intersections of race, ethnicity, gender, class, nationality and identity; everyday racism and in educational contexts; racialized educational policies and practices; and strategies for working towards racial equity in educational contexts. Enrollment limited to 35. {S} Credits: 4
*Members of the department*

### EDC 343 Multicultural Education

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. This course has a community-based learning requirement. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### FYS 184 Educating Women: A History and Sociology, at Home and Abroad

In the United States and abroad, in the past and today, the nature and scope of women's education are deeply connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw in fascinating ways on issues of national identity and culture. In this seminar, we will explore the history and sociology of this subject, beginning in our own country, at the very start of America's public school system, and ending with a global perspective, considering the challenges of educating women in countries where female literacy is still deeply contested. Students will do in depth research in the Sophia Smith collection and college archives. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### IDP 203 Women and Work in Saudi Arabia

This course addresses key issues affecting women in the workplace in Saudi Arabia. We will begin the course with a look at the state of women's education in the country, followed by an overview of the concept of gender equality in Islam. We will also examine public policy initiatives such as the proposed cancellation of the 'wakeel' requirement and other efforts to promote equal opportunity in the workplace and business environment. Special attention will be given to the the global context and local national traditions that shape the role of women in Saudi society. Finally, the challenges facing female entrepreneurs in Saudi Arabia will be discussed. Credits: 2
*Members of the department*
**Normally offered each interterm**

# Capstone Course

### EDC 340 Senior Colloquium

A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior majors. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

# Graduate Program Courses

### EDC 511 Rethinking Equity and Teaching for English Language Learners

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 practices in English language learner (ELL) instruction. Participants learn to tailor their instruction for ELLs by including rigorous academic language and vocabulary development, readings of complex grade-level informational and literary texts, and discussion and writing in response to texts, and also by developing content standards for various academic disciplines. Credits: 4
*Members of the department*
**Normally offered each summer**

### EDC 548 Student Diversity and Classroom Teaching

An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, a look at special needs as factors in classroom teaching and student learning. Research and pre-practicum required. {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 550 The Policies and Procedures of Inclusion

This course will focus on the laws and policies governing special education, including eligibility categories and determinations, testing and creating useful assessment reports, progress monitoring, writing and implementing IEP and 504 plans, working collaboratively with agencies and other service providers, and assistive technology. Credits: 4 Credits: 4
*Members of the department*
**Normally offered each summer**

### EDC 551 The Inclusive Classroom: Designing Effective Instruction

This course will focus on the models of instructional practice for students with mild to moderate disabilities, including models of co-teaching and inclusion, differentiated instruction, universal design, positive behavioral supports and effective classroom management practices. Students will learn strategies for supporting students in reading, writing, and mathematics, as well as with executive function and study skills. This course requires fieldwork in an inclusive classroom. Credits: 4
*Members of the department*
**Normally offered each summer**

### EDC 552 Perspectives on American Education

This course is intended to help second semester MAT students transition into the field as "research practitioners," with public-facing voices on issues of policy and practice. Required of all candidates for the M.A., and the M.A.T. degrees. Credits: 4
*Members of the department*
**Normally offered each spring**

### EDC 554 Knowing, Thinking and the Design of Learning Environments

This course examines current theoretical perspectives about learning and teaching that are emerging from the learning sciences. Central to these theories are ideas about how people learn, both independently and in groups, in ways that facilitate critical thinking and the development of meaningful knowledge. Theories are applied to the design of curriculum, instruction and assessment. Open to seniors by permission of the instructor. Credits: 4
*Members of the department*
**Normally offered each fall**

### EDC 556 Learning in Classrooms

What makes a good teacher? What makes a good student? This course combines perspectives on child and adolescent development with cognitive science to examine how principles of educational psychology can be applied to the classroom. Students will critically read educational research and apply major course concepts to case studies. This course requires fieldwork. Credits: 4
*Members of the department*
**Normally offered each summer**

### EDC 559 Clinical Internship in Teaching

Full-time practicum in grade K-12 schools. Offered spring semester for graduate students pursuing educator licensure. Offered in two sections. Section 01 is offered to graduate elementary student teachers. Section 02 is offered to graduate students who are student teaching at the Middle/Secondary level, and includes a weekly companion seminar. Credits: 4
*Members of the department*
**Normally offered each academic year**

# Special Studies and Honors

### EDC 400 Special Studies

Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### EDC 432D Honors Project

Credits: 6
*Members of the department*
**Normally offered both fall and spring semesters**

### EDC 580 Advanced Studies

Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

# Engineering

**Director, Picker Engineering Program**
Andrew John Guswa, Ph.D.

**Professors**
Judith B. Cardell, Ph.D.
Glenn William Ellis, Ph.D.
Borjana Mikic, Ph.D.
Susan Elizabeth Voss, Ph.D.

**Associate Professors**
Denise Annette McKahn, Ph.D.
Sarah Jean Moore, Ph.D. [*1]
Paul B. Voss, Ph.D.
Kristen Dorsey, Ph.D. [†1, †2]

**Assistant Professors**
Niveen S. Ismail, Ph.D. [**2]

**Visiting Assistant Professor**
Rachel Koh, Ph.D.

**Lecturers**
Michael Kinsinger, Ph.D.
Aaron Rubin, Ph.D.

**Director of the Design Clinic and Senior Lecturer**
Susannah V. Howe, Ph.D.

To adequately address the challenges facing society in the 21st century, there is a critical need for broadly educated engineers who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets. Engineers must have the understanding needed to address the cultural, political, and economic realities of our times, along with the technical depth to appropriately frame complex problems using ethical reasoning. The preparation for such a path is argued to be effectively achieved in a liberal arts setting.

Smith College offers an ABET-accredited bachelor of science (S.B.) in engineering science. The Picker Engineering Program's educational objectives are to produce graduates who, within a few years of graduation, will:

1. incorporate their knowledge and understanding of the natural sciences, humanities, and social sciences in the application of their engineering education;
2. apply their engineering education in service to humanity;
3. enter the engineering profession or graduate school if they choose one of those pathways;
4. consider the impact of their professional actions on society;
5. demonstrate leadership in their personal and professional endeavors; and
6. have advanced their professional development by acquiring new skills and knowledge.

Prior to graduation, all students majoring in engineering science are strongly encouraged to take the Fundamentals of Engineering Exam (the FE), administered by the National Council of Examiners for Engineering and Surveying.

# The Major

## Engineering Science, Bachelor of Science

**Advisers:** Members of the Picker Engineering Program

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, http://www.abet.org. 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 complement 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. Many engineering courses offered at Smith incorporate elements of teamwork and oral/written communication.

**Math / Basic Science**
- 8 credits from: MTH 111, MTH 112, MTH 211, MTH 264
- MTH 212
- MTH / SDS 220
- PHY 210
- PHY 117 or PHY 119
- CHM 111 or CHM 118
- 5 credits (must be lab-based) from: PHY 118, PHY 119, CHM 118, CHM 222, CHM 224, BIO 130/131, BIO 132/133

Note: Engineering science majors with PHY 119 credit are not eligible to take PHY 118. PHY 119 can fulfill the introductory physics requirement or the 5-credit lab-based science requirement but not both.

**Computer Science**
CSC 111

**Required Engineering Courses**
100, 110, 220, 270, 290, 374 and 410D.
EGR 100 introduces potential majors and non-majors to the field of engineering through authentic practice (design). Other required courses introduce the fundamental engineering principles and concepts that underlie most fields and engineering and impart the skills and capacities that are necessary for deeper learning within engineering.

**Capstone Design**
In their senior year, every student is required to participate in a year-long capstone design project that draws on their fundamental engineering coursework, as well as broad-based societal considerations relevant to the particular project. Students may choose one of the following: 421D, 422D, or 431D.

**Engineering Technical Depth**
In consultation with their adviser, students choose five additional EGR courses to develop technical depth in an area of interest. At least four out of the five courses must be at the 300-level or higher. Special studies and honors credits can be counted toward this category by petitioning the department. Seminars in an area of faculty expertise, while topically diverse, leverage the expertise of our faculty and their work as scholars. Additionally, these courses are connected to each other and to our required courses through deep and coherent knowledge of cross-cutting principles and authentic practices. More foundational technical-depth courses provide the basis for additional study in many areas of engineering.

It is strongly recommended that students complete all math, science, and 100- and 200-level EGR requirements by the end of the first semester junior year.

**Liberal Arts Breadth**
Students are required to demonstrate breadth in their curriculum by completing one of the following:

- Fulfilling the Latin Honors distribution requirements;
- Fulfilling the requirements for another major or minor within Division I (humanities) or Division II (social sciences and history);
- Submitting a proposal to fulfill the requirements for a minor that is not exclusively within Division I and/or II where a minimum of 5 proposed courses have a Smith College Latin honors distribution coding other than or in addition to N (natural science) and M (mathematics and analytical philosophy), for consideration and approval by the engineering program; or
- Submitting a cogent proposal describing an alternative approach including all courses the student will take to acquire curricular breadth, for consideration and approval by the engineering faculty.

**Book of Evidence Requirement**
Bachelor of science in engineering science majors must complete a book of evidence with a minimum of 20 approved artifacts. These artifacts serve as evidence of the performance indicators that are linked to the program's ABET student outcomes and mapped to the curriculum.

# The Minor

**Advisers:** Members of the Picker Engineering Program

The minor in engineering science enables students to study engineering in a meaningful and flexible way. It comprises EGR 100, EGR 110, and three additional engineering courses, at least one of which must be at the 300-level or higher, approved by an engineering academic advisor. The minor requires prerequisite courses in math and science that depend on the set of engineering courses chosen by the student. The flexibility allows multiple pathways through engineering with different areas of focus.

# Honors

**Director:** Niveen Ismail

There are two pathways to honors within engineering. A student may earn honors through only one of these pathways.

### EGR 430D Honors Project
Credits: 8
**Normally offered each academic year**

### EGR 431D Honors Capstone Design with Faculty
Credits: 0–8
**Normally offered each academic year**

Both 430D and 431D are completed as independent work with a faculty member for a total of 8 credits.

## Introductory Courses

### EGR 100 Engineering for Everyone
EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. 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 present their ideas through oral and written reports. Reading assignments and in-class discussions challenge students to critically analyze contemporary issues related to the interaction of technology and society. Organized around different themes, multiple sections. Engineering majors are required to take this course. Those students considering majoring in engineering are strongly encouraged to take EGR 100 during their first year. Enrollment limited to 20.

*Energy and the Environment*
Through readings, discussion, labs, and lectures students learn about human activity related to energy usage and the consequences to Earth's environment. This knowledge is applied to motivate, design and build scale models of net-zero energy buildings. Through simple lab exercises, students learn to program microcontrollers that measure temperatures and control features within their model buildings, and corresponding analyses enable students to demonstrate how energy from the sun can be utilized in design to reduce carbon-based energy sources. {N}
*Members of the department*
**Expected to be offered in the next 3 years**

*Challenges in Human Health*
We will explore broadly how engineering design approaches can be used to address a variety of challenges in human health. Through readings, discussions, lab experiences, short design assignments, and a semester-long team design project, we will work to identify open unmet biomedical needs, and learn a process for how to develop solutions to meet those needs. The emphasis will be on first gaining a thorough understanding of an unmet need, and then on continually improving solution ideas, through testing and seeking feedback on the current set of possible solutions, and learning from failure. {N}
*Members of the department*
**Normally offered in alternate years**

*Bits, Bots and Thoughts*
The topic of this version of EGR 100 is human-robot interaction. Through case studies, projects, films, and readings, we discuss the design of robots in several contexts, such as health and caretaking, education, transportation, art, and entertainment. We also study some mechanical and electrical engineering areas that make robotics possible, such as sensors, control and feedback, and mechatronics. Course assignments and discussions link the applications with engineering design and tradeoffs. Readings and films include popular and academic treatments of robotics within society. {N}
*Members of the department*
**Expected to be offered in the next 3 years**

*Sustainable Water Resources*
We investigate and design water resources infrastructure – for hydropower, water supply, wastewater treatment, stormwater management, and irrigation. Those technologies are introduced through historical and contemporary examples, along with a theme of the importance of place in engineering design. In contrast to design as invention, this course puts the emphasis on the adaptation of common designs to particular places, as influenced by climate, physical geography, culture, history, economics, politics, and legal frameworks. Examples include the historic Mill River, Northampton's water resources, Boston's Deer Island wastewater treatment facility, San Francisco's water

supply system, California's State Water Project and the Bay-Delta system, the Colorado River, and water recycling and reclamation. {N}
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. Corequisite: MTH 112. Enrollment limited to 20. Credits: 4 {N}
*Members of the department*
**Normally offered each spring**

## Core Courses

Engineering majors receive priority registration in these courses. These courses are required for the Engineering Science major.

### 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, and frequency-selective networks. Required laboratory taken once a week. Prerequisite: MTH212. Enrollment limited to 20. {N} Credits: 5
*Members of the department*
**Normally offered each spring**

### EGR 270 Engineering Mechanics

This course introduces the basic theoretical concepts, procedures and methodologies needed to understand the mechanical behavior of objects in static equilibrium. Topics to be covered include 2d and 3d particle and rigid body equilibrium; analysis of frames, trusses, beams and machines; centroids; distributed loading; moment of inertia; internal forces and moments; and an introduction to stress and strain. In addition to developing competence in applying standard problem-solving procedures, students will also apply their understanding in real world contexts. Prerequisites: PHY 117 and MTH 112 (or the equivalent). Required laboratory taken once a week. Enrollment limited to 20. {N} Credits: 5
*Members of the department*
**Normally offered each fall**

### 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, CHM 111 or 118; corequisite MTH 212. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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 limited to 20. {N} Credits: 0–5
*Members of the department*
**Normally offered both fall and spring semesters**

## Technical Depth Courses

Engineering majors receive priority registration in these courses.

### 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: CHM 111, EGR 110, and EGR 374 (corequisite) or permission of the instructor. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### EGR 314 Seminar: Contaminants in Aquatic Systems

Chemical and microbiological contamination of freshwater is a growing concern around the world. Understanding how these contaminants behave in the environment is essential when considering ecosystem implications and engineering approaches towards remediation. Topics covered include water chemistry, water policy and regulation, and chemical contaminant partitioning. We explore how contaminants enter the ecosystem, the fate of these contaminants due to environmental action and the potential for remediation to help restore freshwater health using a course based research approach. In addition, current and historical water quality events are reviewed as case studies. Through the research-based course project, students have an opportunity to explore a chosen topic of interest related to water quality and/or aquatic chemical or microbiological contamination. Prerequisites: CHM 111 and EGR 374. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EGR 315 Seminar: 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 introduces students to the Pioneer Valley, the cloud forests of Costa Rica, and African savannas. Prerequisites: MTH 112 and MTH/SDS 220. Enrollment limited to 12. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 are utilized from electrical, mechanical, biomedical, environmental and chemical engineering. The course includes several short laboratory experiences to help understand the relevant concepts. Prerequisites: EGR 220 and PHY 210. Enrollment limited to 20. {M} Credits: 4

*Members of the department*

**Normally offered each academic year**

### EGR 322 Seminar: Acoustics

Acoustics describes sound transmission through solids and fluids; the focus here is on 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 220 or permission of the instructor. Enrollment limited to 12. {M} {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EGR 323 Seminar: Introduction to Microelectromechanical Systems (MEMS)

Miniature and micro-scale electromechanical systems (MEMS) have applications ranging from navigation systems in your phone to disease diagnosis at your doctor's office. This course asks and answers questions related to MEMS fabrication, design and modeling. Application including inertial sensors, biological and chemical sensors, microfluidics and wearable devices are discussed. Students complete a final project by applying a MEMS sensor to an application of their choice. Prerequisites: EGR 220/220L: Circuit Theory and EGR 270: Engineering Mechanics. Enrollment limited to 12. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EGR 324 Fundamentals of Microelectronics

Our electronic world relies on transistors, amplifiers, and other microelectronic circuits. This course introduces the principles required to analyze and design basic microelectronic circuits. Topics will include the device principles of diodes, bipolar junction transistors, and field effect transistors, the design of simple analog and digital circuits, and microelectronic circuit analysis using simulation software (SPICE). Prerequisite: EGR 220. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EGR 325 Seminar: 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 energy sources, generating technologies (renewable, hydro, nuclear and fossil), electricity transmission and ultimate end-use by us. Topics include analysis and simulation of power systems, discussions of emerging smart grid technologies (home automation), 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 limited to 12. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EGR 326 Dynamic Systems and Introduction to Control Theory

Dynamic systems are systems that evolve with time, such as plants growing, populations migrating, systems storing energy (RLC circuits, rolling carts, heated building), national economy behavior, etc. They occur all around us, throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so they behave according to the engineer's design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: EGR 220; CSC 111; basic linear algebra from courses such as PHY 210 or MTH 211. Enrollment limited to 20. {N} Credits: 4

*Members of the department*

**Normally offered each academic year**

### EGR 328 Seminar: Wireless Sensor Networks

Our world is being transformed by Internet connected devices, home, car, and building automation, environmental monitoring, and pervasive data gathering. Underlying this transformation are four major technologies: microprocessors, computer networks, wireless communications and sensors. This seminar will introduce students to the theory and implementation of these technologies, including the use of basic sensors, microprocessors, and wireless transmitters. Students will analyze privacy and security concerns raised by these technologies, including their social, political and economic benefits. Students will participate in designing and implementing a small wireless sensor network of their choosing, using this test bed as the means to gain a deeper understanding of the technologies and the issues they raise. Students will also select an existing sophisticated system to research in depth and present to their classmates. Prerequisites: CSC 111 and EGR 220 or CSC 231, or permission of the instructor. Enrollment limited to 12. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EGR 340 Seminar: 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 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 limited to 12. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### EGR 350 Seminar: 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 132 or permission of instructor. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EGR 351 Seminar: Introduction to Biomedical Engineering

There are countless challenges in medicine that engineering can help to address, from the molecular scale to the level of the entire human body. This course introduces students to engineering problem solving approaches to explore important biomedical questions. We integrate our learning of underlying biological systems with developing engineering thinking to examine those systems. We use mathematical tools to interpret and model the behavior of various biological phenomena. Upon completion of this course, students are able to identify open medical needs and propose ways in which engineering can contribute to understanding and meeting those needs. Prerequisites: PHY 210 or permission of instructor. Enrollment limited to 12. Credits: 4
*Members of the department*
**Normally offered each academic year**

### EGR 360 Seminar: Advanced Thermodynamics

Significant challenges underlie our ability to effectively harness, convert and distribute energy. This course builds on a fundamental knowledge of thermodynamics to understand the operating principles behind, and characterize the limits of, energy generation and conversion technologies. Methods of power generation are examined, including combustion engines, nuclear reactors and hydrogen fuel cells. Topics covered in this course include: exergy, advanced cycle analysis, ideal gas mixtures, thermodynamic relations and energy analysis of reacting systems. Prerequisites: CHM 111, EGR 290 and MTH 212. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### EGR 363 Mass and Heat Transfer

This upper-level course introduces the processes and accompanying mathematical representations that govern the transport of heat and mass, including advection, dispersion, adsorption, conduction, convection and radiation. Applications include environmental transport and mixing, cooling and heat exchange, and separation processes. Prerequisites:EGR 290 and EGR 374. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### EGR 375 Strength of Materials

This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior is analyzed, along with the material and geometric contributions to this behavior. Lecture topics are complemented with hands-on project work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### EGR 376 Materials Science & Engineering

Periods in human history have been defined by advancements in new materials. Discoveries in Materials Science have lead the way to new technologies in every engineering discipline and continue to be at the forefront of developing fields such as biomaterials and nanotechnology. This course will provide a broad introduction into the world of Materials Science with a special emphasis on the relationship between the composition, processing, structure, and properties of metals, ceramics, polymers, and composites. Prerequisites: EGR 270 and EGR 290. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### EGR 377 Seminar: 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 seminar introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111, and either EGR 220 or CSC 270. Enrollment limited to 12. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 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; corequisite EGR 290. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EGR 389 Seminar: Techniques for Modeling Engineering Processes

The goal of this seminar is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches covered are based upon probability and statistics and include auto-regressive moving average (ARIMA) processes. Although students learn about the theory behind these approaches, the emphasis of the course is on their application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students also investigate the possibilities of machine consciousness. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EGR 390 Advanced Topics in Engineering

Advanced Topics in Engineering is designed as a technical depth course for engineering majors. Course topics can adapt to new technologies and opportunities and build on the engineering fundamentals developed through 100- and 200-level coursework. Permission of the instructor required. Not open to first-years and sophomores.

*Structural Design of Machines*
Many engineering projects involve the interface of multiple domains and areas. In mechatronics, knowledge and skills from circuits, signals and systems, controls, mechanics, design, and programming are applied to build exciting new systems. Projects may include A/D conversion, electromagnetic actuators, and control of a mobile platform. This will be a highly project-based course. Recommended prerequisites are EGR 270 (Mechanics), EGR 220 (Circuit Theory), and CSC 111. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Mechanical Dynamics*
Advanced Topics in Engineering is designed as a technical depth course for engineering majors. Course topics can adapt to new technologies and opportunities and build on the engineering fundamentals developed through

100- and 200-level coursework. Permission of the instructor required. Not open to first-years and sophomores. In this course, we will explore the movement of physical objects in 2D space, following closely from Physics (e.g. PHY117) and Mechanics (EGR270). The design of a moving object or system- like a bicycle, car, or aircraft- requires consideration of the motion it undergoes. Other systems for which this is true include energy infrastructure, athletic equipment, amusement park rides, motors, pumps, industrial manufacturing equipment, satellites, and spacecraft. We will focus on developing a physical sense of what is happening in these systems, and the mathematical description of (i) the motion itself, and (ii) the forces which cause that motion. We will also learn basic computer programming in MATLAB and practice applying computational tools in moving mechanical systems. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Finite Element Modeling*
Many engineering projects involve the interface of multiple domains and areas. In mechatronics, knowledge and skills from circuits, signals and systems, controls, mechanics, design, and programming are applied to build exciting new systems. Projects may include A/D conversion, electromagnetic actuators, and control of a mobile platform. This will be a highly project-based course. Recommended prerequisites are EGR 270 (Mechanics), EGR 220 (Circuit Theory), and CSC 111. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Mechatronics*
Many engineering projects involve the interface of multiple domains and areas. In mechatronics, knowledge and skills from circuits, signals and systems, controls, mechanics, design, and programming are applied to build exciting new systems. Projects may include A/D conversion, electromagnetic actuators, and control of a mobile platform. This will be a highly project-based course. Recommended prerequisites are EGR 270 (Mechanics), EGR 220 (Circuit Theory), and CSC 111. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Sustainable Materials*
How does an engineer know that the values they embody through their technologies are good values that will lead to a better world? This class examines the technical, social, and environmental systems that create engineered things, with a focus on engineering materials. Students will advance their understanding of the nature and mechanics of materials by exploring current materials sourcing, manufacturing, and design practices, then studying the innovations that seek to make those processes better. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Honors, Capstone Design, & Special Studies

## EGR 400 Special Studies
*Members of the department*
**Normally offered each academic year**

## 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 a subset of the following: 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 course is required of all senior engineering students pursuing the B.S. in engineering science and must be taken in conjunction with EGR 421D, EGR 422D, or EGR 431D.
*Members of the department*
**Normally offered each academic year**

## 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: Senior standing in engineering, EGR 220, 270, 290, 374 and at least one additional 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Corequisite EGR 410D. Credits: 3 per semester
*Members of the department*
**Normally offered each academic year**

## 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: Senior standing in engineering, EGR 100, EGR 220, 270, 290, 374 and at least one additional 300-level engineering course, or permission of instructor. This course requires an ability to work on open-ended problems in a team setting. Corequisite EGR 410D. Enrollment limited to 36.
*Members of the department*
**Normally offered each academic year**

## EGR 430D Honors Project
Independent work in any area of engineering with a faculty member for a total of 8 credits. This pathway is separate from the capstone design experience required for the B.S. degree. Requires permission of the department. Credits: 4 per semester
*Members of the department*
**Normally offered each academic year**

## EGR 431D Honors Capstone Design with Faculty
Honors version of EGR 421D. Corequisite EGR 410D. Requires permission of the department. Credits : 8
*Members of the department*
**Normally offered each academic year**

# English Language and Literature

**Professors**
Douglas Lane Patey, Ph.D.
Michael E. Gorra, Ph.D. *1
Richard H. Millington, Ph.D.
Craig R. Davis, Ph.D. **2
Naomi J. Miller, Ph.D. **2
Cornelia D.J. Pearsall, Ph.D. †2
Michael T. Thurston, Ph.D. †1, †2
Gillian Murray Kendall, Ph.D.
Ambreen Hai, Ph.D., Chair
Floyd D. Cheung, Ph.D. †1, †2
Ruth Ozeki, A.B. †1
Daphne M. Lamothe, Ph.D. (Africana Studies)

**Elizabeth Drew Professor**
Carole DeSanti, A.B.

**Grace Hazard Conkling Writer-in-Residence**
Tiana Clark, M.F.A.

**Joan Leiman Jacobson Visiting Non-Fiction Writer**
Susan C. Faludi
Russell G. Rymer

**Lucille Geier Lakes Writer-in-Residence**
Jennifer Chang Crandall

**Associate Professors**
Andrea Stephanie Stone, Ph.D. *1
Lily Gurton-Wachter, Ph.D. **1

**Assistant Professors**
Jina Boyong Kim, Ph.D. †1
Melissa Parrish, Ph.D.

**Adjunct Professor**
William Henry Hagen, Ph.D.

**Lecturers**
Julio Alves, Ph.D.
Chris Ayala, M.F.A.
T. Susan Chang
Franny Choi, M.F.A.
Nancy Eve Cohen
Arda Collins, Ph.D.
Matt Donovan, M.F.A.
Sara London, M.F.A.
Miranda McCarvel, Ph.D.
Art Middleton, M.A.
Naila F. Moreira, Ph.D.
Torleif Persson, Ph.D.
Pamela Petro, M.F.A.
Peter Sapira, M.F.A.
Samuel Scheer, M.Phil.
Susan Stinson, B.A.

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.

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

# The Minor

The minor in English consists of six courses to be distributed as follows: two gateway courses (ENG 199 and either 200 or 231); three additional English courses (no more than two of which can be writing workshops) chosen in consultation with the minor adviser; one 300-level seminar in literature. Only one elective course may be at the 100 level (e.g. ENG 125, 135, 170,or a FYS in literature). No course counting toward the minor may be taken for an S/U grade.

# The Major

Advisers: Members of the department

## Major Requirements

The English major requires at least ten semester courses. The following requirements aim to provide majors with a broad understanding of literatures in English, acquaint them with the key questions and intellectual strategies that shape the discipline of literary study, and offer them the opportunity to work independently at an advanced level.

**I. Major in English with a Literary Emphasis**

1. Gateway requirement: all majors take English 199 and either English 200 or English 231. English 199 (Methods of Literary Study) provides foundational methodological training in interpretation; English 200 (The English Literary Tradition I) offers an historical survey of English literature from its origins through the 18th century; English 231 (Inventing America) tracks the development of an American literary tradition from its beginnings through the Civil War.
2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require at least one course wholly devoted to works by Chaucer, Shakespeare or Milton.
3. Because the spread of the British Empire has made English a global language with a rich array of divergent postcolonial literary traditions, and because multiple racial formations in North America have generated different ethnic American and diasporic literatures, we require at least one course at the 200-level (or above) with a focus on the global/racial as a central category of analysis.
4. To encourage our students to move toward independence and sophistication as they pursue their studies, we require, as capstone experiences, one 300-level seminar in literature and one of the following: a second 300-level seminar, a 4-credit special studies course,, a relevant 4-credit concentration capstone course, or an honors thesis, to be completed in the senior year.
5. At least four additional courses, only one of which may be in creative writing.

**II. Major in English with a Creative Writing Emphasis**

1. Gateway requirement: all majors take English 199 (Methods of Literary Study) and either English 200 (The English Literary Tradition I) or English 231 (Inventing America).
2. At least one course wholly devoted to works by Chaucer, Shakespeare, or Milton.
3. At least one course at the 200-level or above with a focus on the global/racial as a central category of analysis.
4. At least three writing workshops, two of which must be at the 200 or 300 level.
5. At least one additional course in literature at the 200-level or above.
6. As capstone experiences, one 300-level seminar in literature and one of the following: a second 300-level seminar; an additional writing workshop at the 200 or 300 level; a 4-credit special studies in literature or creative writing; a relevant 4-credit concentration capstone; or a thesis in creative writing, to be completed in the senior year.

We also ask students to develop a deliberative plan for their major in consultation with their advisers, to be revised and updated every semester. Students may, if they wish, design a special focus within the major by choosing three courses related by genre (such as poetry, fiction, drama), historical period, methodological approach or any other category of interest.

Courses that fulfill requirement number 3 above include but are not limited to ENG, AFR, and WLT offerings in Postcolonial, African American, Latinx, and Native American literatures.

One course in a foreign literature, taught in the original language, may count toward the major. While only one course in creative writing may count toward the ten required courses for the literature emphasis, we encourage majors with interests in creative writing to choose additional courses in this area. Only one elective first-level course (e.g., ENG 120, ENG 135) or one FYS taught by a member of the English Department may count toward the major. ENG 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 sequence: ENG 200, 201; ENG 202, 203; or ENG 231, 233, 235.

Students interested in graduate school in English literature would be well advised to take a course in literary theory (ENG 285 or WLT 300) and should be aware that most doctoral programs in English require a reading knowledge of two foreign languages. Students interested in high school teaching would be well advised to take both the English (200, 201) and the American (231, 233) literature surveys and a course in literature in English outside Britain and America. Those considering an MFA program in creative writing would be well advised to take literature courses in their chosen form or forms and to consult with their advisers about building a portfolio of selected writings.

# Honors

**Director:** Naomi Miller (2021–2022); Andrea Stone (2022–2023)

### ENG 430D Honors Project
Credits: 8

Applicants to honors must have an average GPA of 3.5 or above in the courses they count toward the major, and an overall GPA of 3.33 or above in all other courses by their junior year. 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 their 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 their work.

# Graduate

### ENG 580 Graduate Special Studies
Independent study for graduate students. Admission by permission of the chair. Credits: 4

### ENG 580D Graduate Special Studies
This is a yearlong course. Credits: 8

**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 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 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 . {A} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. Particular sections of this course are designed to support nonnative speakers and bilinguals, who are strongly encouraged to consider those sections. Priority is given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor.

*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
*Members of the department*
**Normally offered both fall and spring semesters**

*Language and Gender*
How we speak – the words we choose, the way we structure our sentences, the pitch of our voices, even our gender while speaking – is constantly judged by those around us. Examining the interaction of gender and language leads to questions, such as how does gender shape the way we use language, how does our gender affect others' perceptions of our speech (both written and verbal), what variation occurs across cultures with regards to gender and language? This course uses the topic of language and gender to expand upon and improve rhetorical and writing skills. Enrollment limit of 15. (E) WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*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, news-paper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. WI Credits:4
*Members of the department*
**Expected to be offered in the next 3 years**

*The Public Archive: Social Media & Digital Identity*
Archives record how culture unfurls. While we become more connected through digital infrastructures, the nature of archives blurs. As members of a global society, we are asked to reexamine how we catalogue history and how we interact with/reflect on these catalogues. Students are invited to view themselves as critics and digital citizens capable of archive-making while being an Archive's primary audience. We will explore the intersection of archival works and art projects by looking at traditional archives, exhibitions, entertainments and, ever so, The Internet. Enrollment limit of 15. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Society of the Spectacle*
In a seminal 1967 book, French philosopher Guy Debord suggests that capitalism uses "spectacle"— think: Times Square, your Instagram feed, CNN—to colonize every facet of social life and human experience (and to distract us from that very fact...). In this course, we will use Debord's ideas as a starting point for analyzing contemporary culture under the encroachment of late capitalism. What happens, for instance, when humans start to think about themselves as brands? How should we react to the commodification of social justice in advertising campaigns? What does the spectacle obscure? How might we escape or find respite? Enrollment limited to 15. WI Credits:4
*Members of the department*
**Expected to be offered in the next 3 years**

## 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. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15.

*This Overheating World*
This writing-intensive course examines how both the scientific and literary world are responding to changing temperatures and weather now observed globally. Students hone their science writing skills in the context of examining climate change. Through scientific, engineering and literary perspectives, we examine how our future world is likely to be shaped and how people are responding or can respond to global warming and its related challenges. Our sources include literary essays and nature/science writing, scientific papers, newspaper articles and government/nonprofit publications. Prerequisite: One WI course or permission of instructor. Enrollment limited to 15. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*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. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Language & Power*
The power of language is evident everywhere in our lives. This course examines language and power in three areas: politics, media, and art. In this course, students write a variety of essays on these topics, read both academic and popular pieces, and visit the Smith College Museum of Art. Students hone the writing skills developed in a previous WI course, focusing on refining and developing personal style and voice; exploring other genres, especially those involving public discourse; and expanding upon and improving rhetorical and organizational skills. This course is designed for multilingual writers, including non-native speakers of English and bilinguals. (E) WI Credits: 4
*Members of the department*
**Normally offered each spring**

## ENG 125 Introduction to Creative Writing

This course familiarizes students with key aspects of structure and form in poetry, fiction, and creative nonfiction. We focus in turn on such elements of creative writing as imagery, diction, figurative language, character, setting, and plot. Students draft, workshop, and revise three pieces of writing over the course of the semester, one each in the genres of poetry, fiction, and creative nonfiction. Enrollment limited to 12. {L} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

## 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.

*Writing About the Senses*
Sight, sound, touch, smell, taste: Everything we know reaches us through our senses. We share a world filtered through a million sensibilities — finding the words to convey what we hear, see, smell, taste, and feel is one of the most fundamental skills a writer can develop. In this class, we will hone our descriptive powers to go beyond the obvious and uncover language that delights and surprises us even as we write. We will learn to use one sense to write about another, combine them in powerful metaphors, and explore how our senses shape the narratives that drive us. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Writing About Place and Travel*
The writing and reading assignments in this course draw from the linked themes of place and travel, and how the passage of time changes perspectives on both. You don't have to be a seasoned traveler to join the course; you can write about any place at all, including home. One of our long assignments will be based at the Smith College Art Museum. Students may respond to assignments and prompts in traditional written essays; graphic essays (comics);or digital essays. 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
*Members of the department*
**Expected to be offered in the next 3 years**

## ENG 136 Journalism: Principles and Practice

In this intellectually rigorous writing class, students will learn how to craft compelling "true stories," using the journalist's tools. They will research, report, write, revise, source, and share their work—and, through interviewing subjects firsthand, understand how other people see the world. We will consider multiple styles and mediums of journalism, including digital storytelling. Prerequisite: One WI course. Students should focus their

attention and effort on academic exposition and argumentation before learning other forms of writing. Enrollment limit of 16. (E) Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 171 Composing a Self: Chinese and English Voices
Same as WLT 272. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ENG 172 Grammar & Stylistics for Writers
How do writers exploit the structure of English? This course seeks to answer this question by examining the linguistic structure of English, various types of spoken and written texts (both formal and informal), and how grammar and style interact. We explore what rules are inherent to the language and what rules have been imposed upon the language. We also discuss the beliefs people have about and the values associated with the English language in a variety of settings and the impact this has on writing. Enrollment limited to 40. Credits: 4
*Members of the department*

# First-Year Seminars

For course descriptions, see First-Year Seminars section.

### FYS 128 Ghosts
*Cornelia Pearsall*
**Expected to be offered in the next 3 years**

### FYS 132 Girls Leaving Home
*Ambreen Hai*
**Expected to be offered in the next 3 years**

### FYS 191 Pandemics in Fact and Fiction
*Gillian Kendall*
**Expected to be offered in the next 3 years**

### FYS 198 The Coming Apocalypse
*Torleif Persson*
**Expected to be offered in the next 3 years**

## First-Level Courses in Literature

### ENG 112 Reading Contemporary Poetry
This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, which meet from 4–5 p.m. Students with class, lab or required work conflicts can be excused from Q&As, but will be assigned a short additional response to the poet's work. Graded Satisfactory/Unsatisfactory only. Course may be repeated. {L} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### ENG 184 Survey of African-American Literature 1746–1900
Same as AFR 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
*Members of the department*
**Expected to be offered in the next 3 years**

# Level II

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

## Gateway Courses

These courses serve as entry points to the major, introductions to the critical, historical and methodological issues and questions that underlie the study of literatures in English. English majors must take ENG 199 and either ENG 200 or 231. 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.

### ENG 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 vary, but all involve active discussion and frequent writing. Enrollment limited to 20. WI {L} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ENG 200 The English Literary Tradition I
A selection of the most engaging and influential works of literature written in England before 1800. Some of the earliest survived only by a thread in a single manuscript, many were politically or religiously embattled in their own day, and some were the first of their kind in English. Fights with monsters, dilemmas of chivalry, a storytelling pilgrimage, a Faustian pact with the devil, a taste of the forbidden fruit, epic combat over a lock of hair: these writings remain embedded in our culture and deeply woven into the texture of the English language. Recommended for sophomores. Enrollment limited to 20. WI {L} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ENG 231 Inventing America: Nation, Race, Freedom
This course will focus on the extraordinary burst of literary creativity that coincided with the emergence of a new American nation. From its conflicted founding episodes to the crisis of the Civil War, American writers interpreted and criticized American life with unmatched imaginative intensity and formal

boldness, taking as their particular subject both the promise of freedom implicit in the nation's invention—and the betrayals of that promise: in the horrors of slavery, and in the subtler entrapments of orthodox thinking, constricted vision, a self-poisoning psyche, and a repressive or unjust social life. {L} Credits: 4
*Members of the department*
**Normally offered each academic year, fall semester**

## Level II Electives

### ENG 201 The English Literary Tradition II
In this course we journey from the Romantics to the Victorians to the Modernists, reading a wide variety of poetry, plays, and novels from the 19th century to the twenty-first. We read some of the most important, strange, beautiful, and complex texts of the English literary tradition, while considering the formations and deformations of that tradition, with its inclusions and exclusions, its riches and its costs, its ceaseless attention to and radical deviations from what is past or passing, or to come. Authors may include Blake, Conrad, Dickens, Eliot, Equiano, Keats, Joyce, Rossetti, Tennyson, Walcott, Wilde, Woolf, and Wordsworth. WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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.* WI {L} Credits: 4
*Members of the department*
**Normally offered each fall**

### ENG 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy
Same as CLT 203. Chrétien de Troyes's *Yvain; Antony and Cleopatra;* Cervantes' *Don Quixote;* Lafayette's *The Princesse of Clèves;* Goethe's *Faust;* Tolstoy's *War and Peace.* WI {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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; the fundamentally transformative effects of electronic communication. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ENG 208 Science? Speculative Fiction?
Today, most people probably think of science fiction in terms of big-budget movies and TV series. But SF began in print and continues to flourish in novels and stories. SF has promised cheap thrills in inexpensive pulp magazines, and aspired to seriousness between hard covers; it has been the literature of proudly distinctive, and sometimes politically radical, subcultures, yet it has also sought to break into the literary mainstream. This course introduces students to works of SF—considering the forms they take, the conventions they play with, and issues they address—from H.G. Wells to Nnedi Okorafor. Prerequisite: one college-level literature course or permission of the instructor. Limited to 25 students. {L} Credits: 4
*Torleif Persson*
**Expected to be offered in the next 3 years**

### ENG 210 Old English
A study of the language of Anglo-Saxon England (ca. 450–1066) and a reading of Old English poems, including *The Wanderer* and *The Dream of the Rood.* We also learn the 31-character Anglo-Frisian futhorc and read runic inscriptions on the Franks Casket and Ruthwell Cross. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 211 *Beowulf*
A reading of Anglo-Saxon England's most powerful and significant poem, invoking the world of barbarian Europe after the fall of Rome. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 219 Poetry, Gender and Sexuality and the Limits of Privacy
This course focuses on the legacy of confessional poetry written by women and queer, trans and nonbinary writers in the US. Frequently misread as self-indulgent, the poets under our purview use radical self-disclosure to trouble the social and legal treatment of gender and sexuality as "private" concerns unworthy of political engagement. In so doing, they resist the universalized heteronormativity of the mainstream confessional tradition and contemporary poetry writ large. Poets studied include Sylvia Plath, Anne Sexton, Adrienne Rich, Audre Lorde, Paul Monette, Essex Hemphill, Claudia Rankine, Cameron Awkward-Rich, and Danez Smith. {L} Credits: 4
*Melissa Parrish*
**Expected to be offered in the next 3 years**

### ENG 220 The Voyage Within: The Novel in England from George Eliot to Virginia Woolf
What would it be like to hear the squirrel's heartbeat, to open one's mind fully to the sensations and impressions of the world around us? The image belongs to George Eliot, who in *Middlemarch* suggested we couldn't bear it; we would die of a sensory overload, the "roar on the other side of silence." The novelists of the generations that followed tried to live in that roar: to explore the stream of consciousness, to capture the way we make sense of experience and order out of our memory's chaos. Readings in George Eliot, Henry James, Virginia Woolf and others. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 221 New York, New York
It's a helluva town, as the 1944 song has it, both urban jungle and capital of the world. This class examines not the real city but rather the way that city was depicted and imagined throughout the 20th century, from Edith Wharton and the first Gilded Age to the work of Spike Lee. We'll study fiction, photographs, films, and even a Broadway musical or two; the Harlem Renaissance and the New Yorker magazine; Sontag, Baldwin, and Scorsese; A Chorus Line and Do the Right Thing. {A}{L}{H} (E) Credits: 4
*Michael Gorra*
**Expected to be offered in the next 3 years**

### ENG 222 Spirometers, Speculums and the Scales of Justice: Medicine and Law in 19th-Century African Diasporic Literature
During a time of rapid professionalization, medicine and law profoundly influenced New World ideas about what it means to be a human, a person, and a citizen, and how such definitions determined the rights of people of African descent. This course surveys 19th-century African diasporic authors' and orators' engagements with medical and legal theories on issues of slavery, emigration, crime and revolution. Supplementing our readings of slave literature, crime narratives, emigration writings, poetry and fiction, we study contemporary and current theories of race and racial science, the human,

non-human, and post-human, environmentalism, colonization, pain, disability, gender, sexuality and legal personhood. Our literary travels take us from colonial West Indies, Jamaica, and the antebellum U.S. to colonial Canada, Cuba and the Bahamas. {L} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 223 Contemporary American Gothic Literature

This course traces the emergence of a 21st-century gothic tradition in American writing through texts including novels, films and television shows. We analyze the shifting definitions and cultural work of the Gothic in contemporary American literature in the context of political and cultural events and movements and their relation to such concerns as race, gender, class, sexuality and disability. From the New Mexican desert to the rural south, from New York City, San Francisco and the suburbs of Atlanta to cyberspace, these literary encounters explore an expanse of physical, psychological, intellectual and imagined territory. {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 228 Children's Literature

Shapes speak to us. Prose shapes us. From the picture book to the chapter book, we will explore the ways in which literature for children invents the child reading that literature. And we will attempt to break through our natural nostalgia for works we know to rediscover their innovative and experimental nature. In so doing, we will see these works work their magic on themes that will become familiar throughout the semester: identity, nostalgia, interiors and exteriors, authority, independence and dependence and, of course, the nature of wild things. Works may include *Peter Rabbit, Where the Wild Things Are, Winnie-the-Pooh, Alice in Wonderland, Peter Pan, The Lion, the Witch and the Wardrobe, The Secret Garden, The Giver.* {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation

"Not as good as the book," is a frequent response to film adaptations of novels. Adaptation studies, an interdisciplinary field that combines literary and film studies, rejects this notion of "fidelity" (how faithful a film is to its source) and instead reads literature and film as equal but different artistic and cultural forms, where the film may translate, transmute, critique, or re-interpret the novel. This course will look closely and analytically at some paired fiction and film adaptations that focus on issues of imperialism, race, class, and gender. We'll begin with some classics (Austen's *Mansfield Park*, Forster's *Passage to India*), move to international postcolonial fiction and film (Tagore's *Home and the World*, Ondaatje's *The English Patient*), and end with U.S. texts about non-white immigrants (Lahiri's *Namesake*). We will also read some critical and theoretical essays to frame our key concepts and conversations. Prerequisites: At least one college level course in literature or film. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 230 American Jewish Literature

Same as JUD 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust and contemporary literary controversies. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficiently for multicultural gatekeepers of diversity? No prerequisites. {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ENG 232 London Fog: Victorian Secrets, Sensations and Subversions

The deadly fog that hung over London throughout the 19th century was both a social reality and a pungent metaphor for a metropolis in which it seemed that almost anything could be hidden: secrets, crimes, identities. But sometimes the fog parts—and then comes scandal. We'll begin with Dickens' anatomy of the city in *Bleak House;* move on to sensation novels by Wilkie Collins and Mary Elizabeth Braddon, which contest and subvert the period's gender roles; look at murder with Sherlock Holmes and Dr. Jekyll; urban bombings with Joseph Conrad's *The Secret Agent;* and end with a neo-Victorian novel by Sarah Waters. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 233 Re-forming America: Region, Race, and Empire

Re-forming the nation after the Civil War was no easy feat. During the period between 1865 and 1914, how did regions recently at war with one another view America differently? How did people of different races, classes, genders, and other identities define their relationship to the nation? What role did empire-building, science, and industrialization play in the re-forming of America into the superpower that it would become in the 20th century? This course engages American writers as they explore these and other questions of meaning, value, and power—with an emphasis on writers who shaped, critiqued, and stood apart from their rapidly changing society. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 236 African-American Literature 1900 to the Present

Same as AFR 175. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AAS 170, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 237 Environmental Poetry and Ecological Thought

This course considers how literature represents environmental change and crisis, and shapes our understanding of the natural world. How can poetry provide new ways for thinking through extinction, conservation, and environmental justice? We explore these issues by reading a selection of environmental poetry in conversation with key texts from the environmental humanities. Central to the discussions: the sublime and the aesthetics of landscape and wilderness; garbage and the poetics of waste; the ethics of representing animal and plant life; the relation between landscape, labor, and power; and how ecopoetry intervenes in debates about climate change. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 238 What Jane Austen Read: The 18th-Century Novel

A study of novels written in England from Aphra Behn to Jane Austen and Walter Scott (1688–1814). Emphasis on the novelists' narrative models and choices; we conclude by reading several novels by Austen—including one she wrote when 13 years old. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ENG 239 Multi-Ethnic American Literature

A study of American literature from a variety of ethnic traditions and historical eras. How are citizenship and national belonging constructed in relation—or in opposition—to indigeneity, race, gender, and sexuality? Topics may vary, and explore, for example, journeys, arrivals, borders and border-crossings,

and forms of movement—immigration, migration, relocation, and border crossing—deeply embedded in understandings of American life. The course will focus on each author's treatment of the complex encounter between new and marginalized communities and an established culture, and on definitions or interrogations of what it means to be, become, or refuse to be "American."

*Topic: Borders & Border-Crossings*
What terrain—physically, culturally, and emotionally—do American writers inhabit when they write about borders? How might thinking about borders, whether literal or metaphorical ones, complicate the way race, class, and gender inform matters of belonging and citizenship? Using literary and cultural analysis, this course explores what it means to be, become, or refuse to be "American." Major course themes include ethnic subjects and the American Dream, internment and detainment, and the disputed ownership of land, resources, and persons. Texts studied will include fiction and poetry written by a broad range of Black, Indigenous, Latinx, and Asian American writers. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 241 The Empire Writes Back: Postcolonial Literature
Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers' ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories, and address dominant notions of race, class, gender, and sexuality; women writers' contestation of patriarchal and colonial ideologies; global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid, among others. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 243 The Victorian Novel
An exploration of the worlds of the Victorian novel, from the city to the country, from the vast reaches of empire to the minute intricacies of the drawing room. Attention to a variety of critical perspectives, with emphasis on issues of narrative form, authorial voice, and the representation of race, class, gender and disability. Novelists will include Brontë, Collins, Dickens, Eliot and Kipling. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 247 Race, Suburbia, and the post-1945 U.S. Novel
This course aims to identify, analyze, and complicate the dominant narrative of U.S. suburbia vis-à-vis the postwar American novel. While the suburb may evoke a shared sense of tedium, U.S. fiction positions suburbia as "contested terrain," a battleground staging many of the key social, cultural, and political shifts of our contemporary age. Reading novels and short stories by writers like Toni Morrison, Hisaye Yamamoto, John Updike, Chang-Rae Lee and Celeste Ng, we assess the narrative construction of the suburb as a bastion of white domesticity, as well as the disruption of this narrative through struggles for racial integration. Enrollment limited to 30. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 249 Literatures of the Black Atlantic
Visiting the pulpits, meeting houses and gallows of British North America to the colonial West Indies and docks of Liverpool to the modern day Caribbean, U.S., Canada, U.K. and France, this course analyzes the literatures of the Black Atlantic and the development of black literary and intellectual history from the 18th to the 21st century. Some key theoretical frameworks, which help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## Level III
Courses numbered 250–299. Open to sophomores, juniors and seniors; first-year students admitted only with the permission of the instructor. Recommended background: at least one English course above the 100 level, or as specified in the course description.

### ENG 250 Chaucer
A study of England's first cosmopolitan poet whose *Canterbury Tales* offer a chorus of medieval literary voices, while creating a new kind of poetry anticipating modern attitudes and anxieties through colorful, complex characters like the Wife of Bath. We read these tales closely in Chaucer's Middle English, an expressive idiom, ranging from the funny, sly and ribald to the thoughtful and profound. John Dryden called Chaucer the "father of English poesy," but if so, he was a good one. Later poets laughed with him, wept with him, and then did their own thing, just as he would have wanted. Not open to first year-students. {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### ENG 256 Shakespeare
*A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, The Tempest,* and Shakespeare's sonnets. Not open to first-year students. {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### ENG 257 Shakespeare
*Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale.* Not open to first-year students. {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### 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 regicide and advocate of human dignity, committed revolutionary and Renaissance humanist, and a poet of enormous creative power and influence, whose epic, *Paradise Lost,* changed subsequent English Literature. Not open to first-year students. {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### 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 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
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 267 Asian American Literature

Although we sometimes think only of modern-day authors like Amy Tan or Jhumpa Lahiri when we think of Asian American literature, in fact Asian Americans have been writing and publishing in English since at least 1887. In this course, we read selected Asian American poetry, novels, short stories, plays and films produced from the late 19th century until the present. We consider how works engage with issues that have always concerned Asian Americans, like identity development and racism. Also, we pay attention to how works speak to concerns specific to their period, such as the exclusion acts of the 1880s, the proletarian movement of the 1930s, the decolonization of South Asian and Southeast Asian countries since the 1940s, and the increasing size and diversity of the Asian American population in the late 20th century. At all times, we attend closely to matters of language and form. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 271 Imagining Evil

Same as GER 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil —how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of fantasy and history. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A., Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. In English. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 273 Bloomsbury and Sexuality

Members of the Bloomsbury movement led non-normative (what many now call queer) lives. The complexity and openness of their relationships characterized not only the lives but also the major works of fiction, art, design, and critical writings its members produced. "Sex permeated our conversation," Woolf recalls, and in Bloomsbury and Sexuality we'll explore the far-reaching consequences of this ostensible removal of discursive, social, and sexual inhibition in the spheres of literature, art, and social sciences. The course will draw from the art of Vanessa Bell and Duncan Grant, the writings of E. M. Forster, Virginia Woolf, Radclyffe Hall, Lytton Strachey, John Maynard Keynes and others, along with contemporary queer theory. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 274 The Pleasures of Not Thinking: Romanticism and the Irrational

Romantic writers were obsessed with uncertainty, ignorance, and the irrational, unthinking mind. Concerned with the unusual ideas that surface when we are sleeping or spaced out, absorbed or intoxicated, Romanticism embraced reason's alternatives: forgetting, fragmentation, stupidity, and spontaneous, uncontrollable emotion. From Wordsworth's suggestion that children are wiser than adults to Keats's claim that great writers are capable of remaining uncertain without reaching for fact or reason, Romantic poets and novelists suggested that we have something to learn from not thinking. We will read texts by Austen, Blake, Burke, Coleridge, Cowper, De Quincey, Freud, Kant, Keats, Locke, and Rousseau. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 275 Witches, Witchcraft and Witch Hunts

This course has two central ambitions. First, it introduces themes of magic and witchcraft in (mostly) American literature and film. We work together to figure out how the figure of the witch functions in stories, novels and movies, what witches and witchcraft mean or how they participate in the texts' ways of making meaning. At the same time, we try to figure out how witches and witchcraft function as loci or displacements of social anxiety—about power, science, gender, class, race and politics. Since the identification of witches and the fear of witchcraft often lead to witch panics, we finally examine the historical and cultural phenomenon of the witch hunt, including both the persecution of persons literally marked as witches and the analogous persecution of persons (Communists, sexual outsiders, etc.) figuratively "hunted" as witches have been. Open to students at all levels, regardless of major. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 277 Postcolonial Women Writers

A comparative study of 20th-century women writers in English from Africa, the Caribbean, South Asia and Australia. We read novels, short stories, poetry, plays and autobiography in their historical, cultural and political contexts as well as theoretical essays to address questions such as: How have women writers addressed the dual challenge of contesting sexism and patriarchy from within their indigenous cultures as well as the legacies of western imperialism from without? How have they combined feminism with anti-colonialism? How have they challenged stereotypes about gender, sexuality, race, ethnicity? What new stories have they told to counter older stories, what silences have they broken? How have they renegotiated the public and the private, or called attention to areas often ignored by their male contemporaries, such as relations among women, familial dynamics, motherhood, bodily desire, or the gendered effects of migration and diaspora? Writers include Anita Desai, Kamala Das, Thrity Umrigar, Deepa Mehta, Ama Ata Aidoo, Bessie Head, Nawal el Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith, Sally Morgan. Prerequisite: a WI course. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 278 Asian American Women Writers

The body of literature written by Asian American women over the past 100 years or so has been recognized as forming a coherent tradition even as it grows and expands to include newcomers and divergent voices. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text--fiction, poetry, memoir, mixed-genre--central or marginal to the tradition and how do emergent writers take this tradition in new directions? Writers to be studied include Maxine Hong Kingston, Sui Sin Far, Cathy Song, Joy Kogawa, Mitsuye Yamada, Jessica Hagedorn, Jhumpa Lahiri, Ruth Ozeki, and more. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 282 The Harlem Renaissance

Same as AFR 245. A study of one of the first cohesive cultural movement in African-American history. This class focuses on developments in politics and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes, and Nella Larsen among others. Enrollment limited to 40. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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, sexuality or disability 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 start with New Criticism but focus on interdisciplinary approaches such as structuralism, poststructuralism, Marxism, psychoanalysis, New Historicism, postcolonialism, feminism, queer, cultural, race and disability studies with some attention to film and film theory. Strongly recommended for students considering graduate work. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ENG 293 The Art and History of the Book

Same as ARH 247. Will books as material objects disappear in your lifetime? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the artistry and history of books from the ancient world through medieval manuscripts, hand press books, and machine press books to the digital media of today. We discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture. Admission limited to 12 by permission of the instructor. Group A, Group B. {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

## Intermediate/Advanced Creative Writing Courses

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student is admitted to a section until they have submitted appropriate examples of their work and received permission of the instructor. The deadline for submitting a writing sample is by the last day of registration in April for a fall course and the last day of registration in November for a spring course. Please contact the department assistant with any questions.

### ENG 206 Intermediate Fiction Writing

A writer's workshop that focuses on sharpening and expanding each student's fiction writing skills. Students analyze and discuss each other's stories, and examine the writings of established authors. Writing sample and permission of the instructor are required. Enrollment limited to 12.

*Fiction, Fact and the Imagination*
This workshop develops skills for developing a research-base for creative writing and balancing a writer's emotional and imaginative material with texts, expressions and artifacts from the outer world. We examine how bringing fact and imagination together enriches the culture and sustains the writer, and how to develop a writing practice that will "go the distance" over a lifetime. {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 revision. In addition, students read and write on craft issues, and attend Poetry Center readings/Q&A's. Writing sample and permission of the instructor are required. Enrollment limited to 12. {A} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### ENG 245 Worldbuilding: Topics in Reading and Writing Creative Fiction

Whether in fantasy or more mainstream narratives, storylines evolve in a carefully constructed world space. Imaginary settings—whether they be Narnia or New York — involve the creation of spatially coherent locations, a backstory and a world that is peopled. In this course, students examine fictional worlds and learn to build those worlds themselves. This class is not limited to but is recommended for students interested in fantasy, science fiction or speculative fiction.

*The Landscape and Cityscapes of Creative Fiction*
In this course, we explore the constructed worlds made by some wonderful writers and build fictional worlds of our own. The course involves both in-class participation and a great deal of writing:short stories, worldbuilding exercises, writing about reading. Each week, we read the fiction published in that week's edition of *The New Yorker*. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 290 Crafting Creative Nonfiction

A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Writing sample and permission of the instructor are required. Enrollment limited to 12.

*Topic: Writing Creative Nonfiction through Photography*
This is a journalistic writing course using photography as a guide and tool. Students take some photographs and do a lot of writing: blog posts, profiles, and full-length magazine-style reported articles. As we grapple with such literary issues as structure, metaphor, tone, voice, and pacing, we let photography interrogate our writing. What can such pictorial concerns as focus, composition, point of view, breadth of frame and depth of field tell us? Course requires no prior photography experience or expertise. Credits: 4
*Members of the department*
**Normally offered each academic year**

*Topic: The Art of Writing About Science*
This course invites students with an interest in science to learn skills for creatively communicating science news, concepts and history. Class time is devoted to discussions (call them dissections) of assigned readings, including books, articles, plays, poems and blogs that treat scientific themes. We compare and contrast the writing of practicing scientists with that of science writers, in the hope of appropriating the best elements of both. Class sessions later in the term provide time and space for workshopping and peer editing. Writing assignments include a profile (or obituary) of a scientist, and a final project concerning research in a field of personal interest. Credits: 4
*Members of the department*

### ENG 291 Lakes Writing Workshop

An intermediate-level workshop in which writers develop their skills through intensive reading, writing, revising, and critique. Topic changes annually. Emphasis on narrative writing, broadly defined to include a variety of genres, depending on the interests of the current holder of the Lakes writing residency. Writing sample and permission of the instructor are required. Enrollment limited to 12. {L} Credits: 4
*Members of the department*

### ENG 295 Advanced Poetry Writing

Taught by the Grace Hazard Conkling Poet in Residence, this advanced poetry workshop is for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who are reading at Smith during the semester, and students gain expertise in reading, writing and critiquing poems. Writing sample and permission of the instructor are required. Enrollment limited to 12. {A} {L} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ENG 296 Advanced Fiction Writing Workshop

This course will help more advanced fiction writers improve their skills in a supportive workshop context that encourages experimentation and attention to craft. It focuses on technique, close reading, and the production of new work. Students submit manuscripts for discussion, receive feedback from peers, and revise their work. They keep a process journal and cultivate powers of focus and observation. We read short fiction by authors in different styles. A writing sample and permission of the instructor are required. Enrollment limited to 12. {A} {L} Credits: 4

*Topic for Fall 2021: Historical Fiction.*
Historical fiction is defined here as work written by someone who was not alive at the time of the events described, so that the writer approaches the story only by research and imagination. In addition to writing, students will do research that draws on archives, nonfiction sources, and sensory research to evoke the inner and outer worlds of people who inhabit a specific time and place in the past. We will read examples of fiction in this form by authors such as Toni Morrison, George Saunders, Maaza Mengiste, Sarah Waters, and Min Jin Lee.
*Members of the department*
**Normally offered both fall and spring semesters**

### ENG 301 Advanced Poetry Writing: A Capstone

Same as PYX 301. Conceived as the culmination of an undergraduate poet's work, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic and/or stylistic cohesion (rather than disparate poems, as in prior workshop settings). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop, and may count toward the fulfillment of the "capstone experience" requirement. The class is run as a seminar, and includes discussion of the readings, student presentations, and peer critique. Prerequisite for Poetry Concentrators: completion, or concurrent enrollment in, the other course requirements for the Concentration. For English majors and others: writing sample and permission of the instructor required. Credits: 4
*Members of the department*
**Normally offered each spring**

### ENG 384 Writing About American Society

Topics course. Same as AMS 351. A writing sample and permission of the instructor are required. Enrollment limited to 12.

*Topic: The Art of Writing Family Stories*
This is a workshop class where students learn the art of reporting and crafting longform creative nonfiction by writing about the mysteries and perplexities of family—our own and others, the ones we're born into and the ones we observe. Students probe crisis and change within the family story--along with dynamics of gender, sexuality, race, and power—by composing a series of creative nonfiction pieces that explore familial relations at ground level: an observational essay, a profile, and a longer narrative that grapples with a family drama, whether that's a mother-daughter struggle, a buried secret, or a forgotten history. Students read family stories by virtuosos of the form—among them, Vivian Gornick, Jeanette Winterson, Audre Lorde, Maxine Hong Kingston, J.R. Ackerley—and master the fundamentals of interviewing, structure, voice, style, and ethics.

*Topic: Journalism as Feminist Practice*
This is a workshop class where students learn the art of journalism and compose stories that take on questions of gender, feminism, sexuality and power, while simultaneously exploring how the media represents gender and learning the history of women in journalism. No profession has been as important to feminists in challenging oppression than journalism—even as journalism has been historically resistant to a feminist vision. Students master the fundamentals of great reporting and writing—interviewing, structure, voice, style, and ethics—while crafting their own magazine-style stories about people grappling with real-life situations. {A} {L} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

# 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
*Members of the department*
**Normally offered each fall**

# 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 contact the instructor by the last day of the preregistration period. The instructor selects the students admitted from these applicants. Enrollment limited to 12.

### ENG 303: Seminar on American Literature:

*Topic: American Poetry in the Age of Emergency*
What is poetry's role in bearing witness to an age of seemingly unremitting emergency? How can poets represent and respond to ongoing crises such as collapsing public health infrastructure, racialized police brutality, and environmental devastation? Conversely, what is poetry's relationship to highly mediatized "crisis events," like 9/11 or Hurricane Katrina? Through literary and cultural analysis, this course will explore and historicize the concept of "emergency" in the United States. What is a state of emergency, and who gets to declare it? Moving between shorter, witness-based poems and longform documentary poems, we will consider how poetry can compel us to reimagine the terms upon which crises are rendered socially, politically, and culturally legible. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 308: Seminar: One Big Book—Ralph Ellison's *Invisible Man* from Jim Crow to Black Lives Matter

Ralph Ellison's groundbreaking *Invisible Man* (1952) occupies a central position for thinking about America and the American novel. In this seminar, we will trace Ellison's influence as a writer and public intellectual, from Jim Crow to Black Lives Matter. We will begin by identifying *Invisible Man*'s central themes, metaphors, and narrative strategies in the context of the historical moment in which it appeared. We will then look at moments in which Ellison's novel—and his most important essays—have come to mediate major postwar debates about race, integration, democracy, and art. We will conclude by reading Percival Everett's *Erasure* (2001), a contemporary re-writing of *Invisible Man*. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 309 Seminar: Black Prison Intellectuals

Interrogating theories of intellectualism, among them Antonio Gramsci's notion of traditional and organic intellectuals, and distinctions between categories of criminal and enemy, this course traces the role of black prison writings in the development of American political and legal theory. From 18th-century black captivity narratives and gallows literature through to the work of 20th- and 21st-century thinkers like Malcolm X, Eldridge Cleaver and Angela Davis, this course asks how the incarcerated black intellectual has informed and challenged ideas about nationalism, community and self-formation from the early republic to the present {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 312 Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860

This seminar explores the varied publications produced by people of the African diaspora in the U.S., Canada, the Caribbean, and England—early sermons and conversion narratives, criminal confessions, fugitive slave narratives and the black press. We consider these works in terms of publishing history, editorship (especially women editors), authorship, readership, circulation, advertising, influence, literacy, community building, politics and geography. We examine their engagements with such topics as religion, law, economics, emigration, gender, race and temperance. Smith's manuscript and periodical holdings offer us a treasure trove of source materials. Permission of the instructor is required. Enrollment limited to 12. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 323 Seminar: Toni Morrison

Same as AFR 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

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 333 Seminar: A Major British or American Writer

Topics Course.

*Chimamanda Ngozi Adichie*

Nigerian American fiction-writer, feminist, and public intellectual Chimamanda Ngozi Adichie is well-known for her TED talks, "The Danger of a Single Story" and "We Should All Be Feminists." She is also internationally acclaimed for her short stories and novels, which have attracted "a new generation of young readers to African literature," inspired countless young African writers, and prompted much critical scholarship. This course will focus on this brilliant 21st-century Anglophone writer's fiction and nonfiction, and include some recent social media debates. Supplementary readings include postcolonial and feminist theory, history, and literary criticism. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 339 Calderwood Seminar in Public Writing: What Good is English

You hear it all the time: The humanities are in crisis! Literature is in crisis! English is in crisis! If the peculiar pleasures and potentials of literary study are to become known so that English might be valued rather than derided, our defenses are going to have to go public, to reach broader non-specialist and non-academic audiences. This seminar will help you to develop skills for communicating to the public about the specific values of literature, literary analysis and scholarship, English, and the humanities. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 353 Seminar: Advanced Studies in Shakespeare

Topics course.

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 363 Race and Environment

What is the role of literature and culture in the face of global environmental crisis? How do writers, artists, and filmmakers represent the toxic ecologies of a globalized world? And in what ways do the categories of race, gender, class and ability determine one's vulnerability to environmental degradation? Through literacy and cultural analysis, this course explores these questions as they intersect with issues of environmental racism, racialized disablement, neo/colonialism, ecofeminism, food justice, globalization, and urban ecologies. We examine literary and cultural engagement with diverse environmental topics: nuclear waste sites, slum ecologies, petro-capitalism, industrialized food production, and indigenous rights. Enrollment limited to 12. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 365 Seminar: Topics in 19th-Century Literature—Frankenstein: The Making of a Monster

This seminar will explore the creation and afterlife of *Frankenstein*, Mary Wollstonecraft Shelley's extraordinary first novel (written at age 19) about monstrosity and the experience of feeling not quite human. We will read Shelley's novel closely, consider its literary and historical influences (including writing by her parents and friends), and investigate its monstrous legacy (in film adaptations, novels, poems, comics, and popular culture). More than 200 years after it was written, this early science fiction novel continues to speak to our most urgent questions about gender, reproduction, science, technology, race, animality, disability, violence, justice, and belonging. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### ENG 391 Modern South Asian Writers in English

We study key texts in the diverse tradition of 20th- and 21st-century South Asian literature in English, from the early poet Sarojini Naidu to internationally acclaimed contemporary global and diasporic writers from India, Pakistan, Sri Lanka, Nepal. Topics include: the postcolonial fashioning of identities; Independence and Partition; women's interventions in nationalist discourses; the crafting of new English idioms; choices of genre and form; the challenges of historiography, trauma, memory; diaspora and the (re)making of "home;" life post-9/11 Islamophobia. Writers include: Anand, Narayan, Manto, Rushdie, Attia Hosain, Arundhati Roy, Jhumpa Lahiri, Kiran Desai, Naqvi, Adiga, Upadhyay. Supplementary readings on postcolonial

theory and criticism. By permission of the instructor. Enrollment limited to 12. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Special Studies

### ENG 400 Special Studies
Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### ENG 408D Special Studies
This is a full-year course. Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

# Cross-Listed and Interdepartmental Courses

### WLT 177 Journeys in World Literature
From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds—and "newly visible" old worlds. To become "world-forming," one must realize one's belonging to a given world or worlds, as well as one's finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as "Epic Worlds," "The Short Story" and "Literature and Medicine," we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limited to 20.

*Speaking in Tongues*
Language is probably the most powerful, pervasive, subtle, and perverse tool humans use. This course explores (mostly) 20th-century attempts by writers to defy/supersede/explode/reinvent the strictures of "normative" language. We experience manifestoes (Schwitters, Marinetti), imagined languages (Khlebnikov, Miéville, Elgin, Le Guin), bizarre typographies (Apollinaire, Eugen Gomringer, Mary Ellen Solt), cross-linguistic methods of re-hearing one's native tongue (Zukofsky, Stalling), or imagined future English (Russell Hoban). The writers we read seek in every case to change their readers by re-shaping and expanding their linguistic reality. (E) WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 202 Topics in Africana Studies
Topics course.

*Black Literature and the Urban Experience*
This course begins with the presumption that studying "blackness" entails the pursuit of questions of space, place and belonging. Students will engage primarily literary, and also visual and musical, texts that explore the complexities of city life and urban relations. The intersectional analysis of race, gender, class, ans sexuality will inform discussions of black representational texts; which will also be placed in conversation with their historical and social contexts. Through the study of literary figurations of the city, we will explore blackness as an idiom of place, and the city as a site of belonging, abjection and freedom dreams. (E) Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 205 Contemporary African Literature and Film
A study of the major writers and diverse literary traditions of Africa with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts 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 postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Achebe, Ngũgĩ, Dangarembga, Bâ, Ndebele, and Aidoo. Films: *Tsotsi, Softie,* and *Blood Diamond.* {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 249 Black Women Writers
How does gender matter in a black context? That is the question we will ask and attempt to answer through an examination of works by such authors as Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 are considered for staging. L and P with writing sample required, best submitted weeks prior to registration. {A} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### THE 262 Writing for the Theatre
Intermediate and advanced script projects. Prerequisite: 261. L and P. {A} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### WLT 266 Studies in South African Literature and Film
Topics course.

*Modern South African Literature and Cinema*
A study of South African literature and film with a particular focus on adaptation of literary texts to the screen. We pay particular attention to texts and films in which violence—political, economic, psychical, xenophobic, homophobic etc.—is the main focus. For what purposes do South African filmmakers adapt canonical and contemporary texts, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate how we define, conceptualize and critique racial, political and gender-based violence in South Africa? Texts and films may include Njabulo Ndebele's *The Cry of Winnie Mandela,* Alan Paton's *Cry the Beloved Country,* André Brink's *A Dry White Season,* Mahamo's *The Last Grave at Dimbaza,* John Wood's *Biko* (*Cry Freedom*), Anne Mare du Preez Bezdrob's *Winnie Mandela: A Life* (*Winnie*) and Athol Fugard's *Tsotsi.* We also study film classics such as *The Voortrekkers, Zulu*/*Zulu Dawn* and *Sarafina* as well as transcripts and footages of testimonies from the Truth and Reconciliation Commission hearings. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel

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

*Members of the department*

**Expected to be offered in the next 3 years**

### WLT 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, Bakhtin, Gramsci, Bhabba, 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

*Members of the department*

**Normally offered each fall**

### SWG 360 Memoir Writing

How does one write a life, especially if it's one's own? This writing workshop addresses the profound complexities, challenges, and pleasures of the genre of the memoir, through intensive reading, discussion, and both analytical and creative writing. Our readings will be drawn from a range of mostly contemporary memoirists with intersectional identity locations—and dislocations—drawing from a range of voices, experiences, and representations, pursuing what the class comes to identify as our own most urgent aesthetic and ethical questions. Our attention will be to craft, both in the memoirs we read and those we write. Enrollment limited to 12. {H} {L} Credits: 4

*Members of the department*

**Normally offered each academic year**

### AFR 366 Seminar: Contemporary Topics in Africana Studies

Topics course.

**Expected to be offered in the next 3 years**

# Environmental Concentration

**Directors**
Joanne Benkley
Denise McKahn

**Advisory Committee**
Joanne Benkley (CEEDS)
Barbara Brehm-Curtis (Exercise and Sport Studies) *1
Nathanael Alexander Fortune (Physics)
May George (Middle East Studies)
Michelle Joffroy (Spanish and Portuguese)
James Daniel Lowenthal (Astronomy)
Denise Annette McKahn (Engineering)
Amy Larson Rhodes (Geosciences)
Susan Stratton Sayre (Economics) †2
Paul Wetzel (CEEDS)
Gregory Whayne White (Government)

The environmental concentration provides an experiential framework to support students in the exploration of issues related to the environment, ecological design and sustainability embedded in disciplines across the college. The concentration enables students to weave together formal and informal learning opportunities as a way of bridging theory and practice in support of environmental decisions and action. Students engage in this learning through their academic studies, independent projects, and practical and capstone experiences. With support of an academic adviser, students will shape a topical area of inquiry that defines their environmental concentration. Examples of past topics include sustainable food, environmental justice, environmental education, sustainable development, environmental humanities, art and the environment, environmental journalism, climate science, or environmental diplomacy. These topics are intentionally shaped in partnership with environmental concentration advisers after a student applies to the concentration. For additional information on the breadth and depth of opportunities, please refer to the environmental concentration website (https://www.smith.edu/academics/environmental-concentration).

## Requirements

The environmental concentration is open to any student by application during their sophomore or junior years. The application is available online on our website (see above). Students are strongly encouraged to satisfy the gateway course requirement before they apply.

The environmental concentration has five structural components: a gateway course, a set of academic core courses, an intentional path-making course, two practical experiences and a capstone course.

### 1. Gateway Course (choose one)

Students must complete one of either ENX 100 or LSS 100 as an introduction to the concentration.

### 2. Academic Core (four courses)

In consultation with their advisers, students choose four courses from among the many courses offered across the institution. The four courses must span at least two of the three divisions (humanities, social sciences, natural sciences and engineering).

### 3.Path-making (one course)

The concentration requires students to complete an intentional path-making course. This course is intended to support students to develop self-agency in framing the area of their intellectual inquiry. The course used to meet this requirement must be approved by the environmental concentration directors. Students must complete this requirement after the student has been accepted into the environmental concentration.

### 4. Practicum

The concentration requires students to complete two practical experiences, which can include internships, projects on campus, and volunteer or paid work. Each practical experience must include at least 100 documented hours of work and be approved by the academic adviser. Given that studies of the environment, ecological design and sustainability are complex and global in nature, collaborative and international experiences are strongly encouraged.

### 5. Capstone Course

The ENX 301 Environmental Concentration Capstone course must be completed in a student's final year of study.

#### ENX 100 Environment and Sustainability: Notes from the Field

This 1-credit lecture series introduces students to theory and practice in fields related to the environment, sustainability and climate change. 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. Graded S/U only. This course can be repeated for credit. Credits: 1
*Members of the department*
**Normally offered each fall**

### ENX 301 Environmental Concentration Capstone

Topics course.

*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 is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. Credits: 4

*Members of the department*

**Normally offered each fall**

*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 is complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. Credits: 4

*Members of the department*

**Normally offered each fall**

### 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

*Members of the department*

**Normally offered each spring**

# Environmental Science and Policy

**Chair**
Leslie L. King, Ph.D., Professor of Sociology [**2]

**Assistant Director**
Joanne Benkley

**Members of the Program Committee**
Alexander Richard Barron, Assistant Professor of Environmental Science and Policy
Jesse Bellemare, Associate Professor of Biological Sciences
Andrew Berke, Assistant Professor of Chemistry
Colin Hoag, Assistant Professor of Anthropology [*1]
Efadul Huq, Assistant Professor of Environmental Science and Policy
Leslie L. King, Professor of Sociology [**2]
Paulette M. Peckol, Professor of Biological Sciences
Jeffry Lee Ramsey, Associate Professor of Philosophy [**2]
Amy Larson Rhodes, Professor of Geosciences
Heather Rosenfeld, Lecturer of Environmental Science and Policy
Susan Stratton Sayre, Associate Professor of Economics [†2]
L. David Smith, Professor of Biological Sciences [**2]
Camille Washington-Ottombre, Associate Professor of Environmental Science and Policy [§1]
Gregory Whayne White, Professor of Government [**1]

## The Major

**Advisers:** Alexander Barron,, Jesse Bellemare, Andrew Berke, Colin Hoag, Efadul Huq, Leslie King, Paulette Peckol, Jeffry Ramsey, Amy Larson Rhodes, Susan Stratton Sayre, L. David Smith, Camille Washington-Ottombre and Gregory White

The environmental science and policy (ES&P) major is designed for students with interests in the environment and sustainability and a commitment to scientifically-based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries, combine analytical and communication skills with a well-rounded understanding of the environment, and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national and global levels. Additional introductory courses provide breadth in the natural and social sciences, humanities, and statistics, and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. Students are strongly encouraged to engage in environmentally oriented internships, independent research or study-away opportunities. Prospective majors should consult with an ES&P faculty adviser in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (see list) and an appropriate integration course (101), as well as statistics.

**Requirements:** The ES&P major requires 14 courses. These include the following:

- Four environmental integration courses ( ENV 101, ENV 201/202, ENV 311, ENV 312)
- Five foundational courses:
  - Two courses from different areas in the natural sciences (BIO, CHM, GEO, PHY), one of which must be a lab course (see list)
  - Two courses in the category of social sciences, humanities and policy (SSHP) from different departments (see list)
  - A fifth course at any level in either the natural sciences or SSHP, or a quantitative/research methods course. The 2-credit stand-alone laboratories BIO131 and GEO102 may be used for the fifth course. A student cannot count two 100-level lecture courses in the same discipline toward the foundation requirement.
- One course in statistics (see list)
- 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; ENX 100 may not be used as an elective. One semester of independent study (400) or credit toward an honors thesis (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:

| | |
|---|---|
| ENV 101 | Sustainability and Social-Ecological Systems |
| ENV 201 | Researching Environmental Problems |
| ENV 202 | Researching Environmental Problems Laboratory |
| ENV 311 | Interpreting and Communicating Environmental Information |
| ENV 312 | Sustainable Solutions |

## Introductory Courses

### Natural Sciences

All majors must take one course in two of the following four natural science areas: biological sciences, chemistry, geosciences, or physics. One of these two courses must include a laboratory or field component (e.g., CHM 111, GEO 108), or be taken with an accompanying laboratory or field course (e.g., BIO 130 and BIO 131).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*

| | |
|---|---|
| BIO 131 | Research in Biodiversity, Ecology, and Conservation |
| CHM 111 | Chemistry I: General Chemistry |
| CHM 118 | Advanced General Chemistry |
| FYS 103 | Geology in the Field |
| GEO 102 | Exploring the Local Geologic Landscape |
| GEO 108 | Oceanography: An Introduction to the Marine Environment |

### *Natural Science Lecture Courses*

BIO 130 Biodiversity, Ecology and Conservation
CHM 108 Environmental Chemistry
ENV 108 Environmental Chemistry
GEO 101 Introduction to Earth Processes and History
GEO 104 Global Climate Change:
Exploring the Past, the Present and Options for the Future
GEO 105 Natural Disasters: The Science Behind the Headlines
GEO 106 Extraordinary Events in the History of Earth, Life and Climate
PHY 110 Energy, Environment and Climate

## 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 of the home department.

ANT 130 Introduction to Cultural Anthropology
ANT 224 Anthropos in the Anthropocene:
Human-Environment Relations in a Time of Ecological Crisis
ECO 150 Introductory Microeconomics
ENG 118 Colloquia in Writing
*Writing About Science*
*Water: Science and Politics*
ENG 119 Writing Roundtable
*What's for Dinner? Writing About Food*
*This Overheating World*
ENG 135 Introduction to Writing Creative Nonfiction
*Writing About the Environment*
*Writing About Place and Travel*
FYS 101 The Lives of Animals: Literature and the Nonhuman
FYS 151 Our Mill River
FYS 163 Exploring Our National Parks
GOV 200 American Government
GOV 207 Politics of Public Policy
GOV 220 Introduction to Comparative Politics
GOV 241 International Politics
LAS 201 Colloquium in Latin American and Latino/a Studies
*Environmental Legacies and Ecological Futures of Latin America*
*Climate and Conflict*
LSS 255 Art and Ecology
PHI 238 Environmental Ethics
PPL 220 Public Policy Analysis
RES 210 Environment and Ecology in Russian Culture
SOC 101 Introduction to Sociology
SWG 150 Introduction to the Study of Women and Gender

## Statistics

All majors must take one course in statistics (ECO 220, GOV 203, MTH 220, PSY 201, SDS 201, SDS 220 or SOC 204). 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 of the home department.

# 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. ENX 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. Subsequent changes require approval of the major adviser. Electives can include but are not limited to the following approved list. Other relevant courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the electives requirement of the major with consultation and approval of the major adviser. One semester of independent study (400) or credit toward an honors thesis (430d) may be substituted for one elective, but neither may count as the 300-level elective. 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 206 Plant Physiology
BIO 207 Plant Physiology Laboratory
BIO 260 Invertebrate Diversity
BIO 261 Invertebrate Diversity Laboratory
BIO 264 Plant Diversity and Evolution
BIO 265 Plant Diversity and Evolution Laboratory
BIO 266 Ecology: Principles and Applications
BIO 267 Ecology: Principles and Applications Laboratory
BIO 268 Marine Ecology
BIO 269 Marine Ecology Laboratory
BIO 272 Vertebrate Biology
BIO 273 Vertebrate Biology Laboratory
BIO 364 Plant Ecology
BIO 365 Plant Ecology Laboratory
BIO 366 Biogeography
BIO 390 Seminar: Topics in Environmental Biology
*Coral Reef Ecology and Conservation*
*Investigations in Conservation Biology*

### *Chemistry*

CHM 346 Environmental Analytical Chemistry

### *Environmental Science and Policy*

ENV 150 Mapping Our World:
An Introduction to Geographic Information Systems
ENV 224 Anthropos in the Anthropocene:
Human-Environment Relations in a Time of Ecological Crisis
ENV 229 Critical Cartography and Environmental Social Movements
ENV 313 Political Ecology of Animals
ENV 323 Climate and Energy Policy
ENV 326 Seminar: Environmental Justice and Natural Resource Management

ENV 327 Environmental Justice in an Urbanizing World
ENV 340 Climate Change: Making Social Change Happen
A Calderwood Seminar in Public Writing

## *Environmental Concentration*

ENX 301 Environmental Concentration Capstone

## *Geosciences*

GEO 150 Mapping our World:
An Introduction to Geographic Information Systems
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 314 Seminar: Contaminants in Aquatic Systems
EGR 315 Seminar: Ecohydrology
EGR 325 Seminar: Electric Power Systems
EGR 326 Dynamic Systems and Introduction to Control Theory
EGR 346 Hydrosystems Engineering
EGR 388 Seminar: Photovoltaic and Fuel Cell System Design
EGR 390 Advanced Topics in Engineering
*Contaminant Fate and Removal in Aquatic Systems*

# Social Sciences, Humanities and Policy

AMS 229 Native New England
AMS 245 Feminist and Indigenous Science Studies
AMS 302 Seminar: The Material Culture of New England, 1630–1860
ANT 224 Anthropos in the Anthropocene:
Human-Environment Relations in a Time of Ecological Crisis
ANT 226 Archaeology of Food
ANT 229 Africa and the Environment
ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature
ARH 291 Topics in Art History
*Protest Art of the United States: Dissent and Resistance in the 20th-21st Centuries*
ARS 153 Drawing Social Justice
ARS 280 Introduction to Architectural Design Studio: Analog Processes - Ground
ARS 389 Broad-Scale Design and Planning Studio
DAN 171 Dance History: Political Bodies From the Stage to the Page
DAN 339 Movement Ecology and Performance in the Smith Landscape
ECO 224 Environmental Economics
ECO 271 The Economics of Climate Change
ECO 324 Seminar
*Economics of the Environment and Natural Resources*
ENG 100 Nature's Nation?: American Literature of the Environment
ENG 119 Writing Roundtable
*What's for Dinner? Writing About Food*
ENG 135 Introduction to Writing Creative Nonfiction
*Writing About the Senses*
*Place and Travel*
ENG 237 Environmental Poetry and Ecological Thought
ENG 290 Crafting Creative Nonfiction
*The Art of Writing about Science*
ENG 291 Lakes Writing Workshop
*Writing for Chang: Community Engagement, Activism and Social Justice*
ENG 363 Race and Environment
ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
ENV 323 Climate and Energy Policy
ENV 326 Seminar: Environmental Justice and Natural Resource Management
FYS 122 Eden and Other Gardens
FYS 141 Reading, Writing and Placemaking: Landscape Studies
FYS 155 Housing In/Justice and Tiny House Dreams
FYS 190 Borders, Identity, and Justice
GER 250 Advanced Intermediate German: Environmental Culture
GOV 239 Social Justice Movements in Latin America
GOV 242 International Political Economy
GOV 254 Colloquium: Politics of the Global Environment
GOV 347 Seminar in International Politics and Comparative Politics
*Environmental Security*
ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture
JUD 229 Judaism and Environmentalism
LAS 201 Colloquium in Latin American and Latino/a Studies
*Climate and Conflict*
*Environmental Legacies and Ecological Futures in Latin America*
LAS 301 Seminar: Topics in Latin American and Latino/a Studies
*Contesting Space: Art, Ecology, Activism*
LSS 230 Urban Landscapes
LSS 250 Studio: Landscape and Narrative
LSS 255 Art and Ecology
LSS 300 Rethinking Landscape
MUS 258 Performing Culture
PHI 221 Ethics and Society
PHI 224 Philosophy and History of Scientific Thought
PHI 238 Environmental Ethics
PHI 304 Seminar in Applied Ethics
*Sustainability*
PSY 268 The Human Side of Climate Change
REL 305 Advanced Topics in Religion
*Violence, Non-violence and Revolution*
RES 210 Environment and Ecology in Russian Culture
SOC 230 Sociology of Food
SOC 232 World Population
SOC 233 Sociology of Climate Change
SOC 333 Seminar: Social Justice, the Environment and the Corporation
SPN 230 Latin American and Peninsular Culture and Society
*Climate Voices*
SWG 227 Feminist and Queer Disability Studies
SWG 230 Gender, Land and Food Movements
SWG 267 Queer Ecologies
SWG 321 Marxist Feminism
WLT 340 Narrating the Anthropocene

# 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 this course. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# 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: Susan Stratton Sayre**

### ENV 430D Honors Project

Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors for specific requirements and application procedures. Credits: 8
**Normally offered both fall and spring semesters**

# 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, Frontiers Abroad Earth Systems New Zealand, the School for Field Studies, the School for International Training, SEA Semester, and the Maritime Studies Program of Williams College and Mystic Seaport. Courses from other study-away programs may also be eligible for credit with approval of the major adviser. Study-away courses will generally count as 200-level electives, but specific courses in specific programs may be authorized to count as 300-level electives with preapproval 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 chair, assistant director or ES&P adviser early in their academic planning.

**Requirements:** Six courses: ENV 101; two courses from the natural science category (must be in different areas ; one course from the social science, humanities and policy category; and two electives in consultation with the minor adviser. For three of the six courses, two must be 200 level or higher; the third should normally 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, natural resources or sustainability. ENX 100 may not be used as an elective; 201/202 and 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 a course in geographic information systems (ENV 150/GEO 150) as an elective. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and 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; 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 130 Biodiversity, Ecology and Conservation
BIO 266 Ecology: Principles and Applications

BIO 267 Ecology: Principles and Applications Laboratory
BIO 268 Marine Ecology
BIO 269 Marine Ecology Laboratory
BIO 364 Plant Ecology
BIO 365 Plant Ecology Laboratory
BIO 390 Seminar: Topics in Environmental Biology
*Coral Reef Ecology and Conservation*
*Investigations in Conservation Biology*

### *Chemistry*

CHM 108 Environmental Chemistry
CHM 346 Environmental Analytical Chemistry
ENV 108 Environmental Chemistry
GEO 301 Aqueous Geochemistry

### *Geosciences*

GEO 101 Introduction to Earth Processes and History
GEO 104 Global Climate Change:
Exploring the Past, the Present and Options for the Future
GEO 105 Natural Disasters: The Science Behind the Headlines
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

### *Physics and Engineering*

EGR 100 Engineering for Everyone
*How We Engineer the Environment*
*Sustainable Water Resources*
*Energy and the Environment*
EGR 312 Seminar: Atmospheric Processes
EGR 315 Seminar: Ecohydrology
PHY 110 Energy, Environment and Climate

## Social Sciences, Humanities and Policy

All minors must take one course in the social sciences, humanities and policy category.

ANT 224 Anthropos in the Anthropocene:
Human-Environment Relations in a Time of Ecological Crisis
ANT 229 Africa and the Environment
ECO 224 Environmental Economics
ECO 271 The Economics of Climate Change
ENV 224 Anthropos in the Anthropocene:
Human-Environment Relations in a Time of Ecological Crisis
ENV 229 Critical Cartography and Environmental Social Movements

ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
ENV 313 Political Ecology of Animals
ENV 323 Climate and Energy Policy
ENV 326 Seminar: Environmental Justice and Natural Resource Management
ENV 327 Environmental Justice in an Urbanizing World
GOV 207 Politics of Public Policy
GOV 242 International Political Economy
GOV 254 Colloquium: Politics of the Global Environment
GOV 347 Seminar in International Politics and Comparative Politics *Environmental Security*
JUD 229 Judaism and Environmentalism
PHI 238 Environmental Ethics
PSY 268 The Human Side of Climate Change
SOC 233 Sociology of Climate Change

## Electives

All minors must take two elective courses. Electives may include ENV 201/202; ENV 311; courses listed above for the minor in the natural sciences and social sciences, humanities and policy categories; and courses listed under electives for the environmental focus for the major. Other relevant courses offered at Smith, within the Five College Consortium, or in study-away programs may be used to satisfy the electives requirement of the minor with consultation and approval of the major adviser.

### ENV 101 Sustainability and Social-Ecological Systems

We have entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how we can remodel our social-ecological systems to build a more sustainable and resilient future. Enrollment limited to 37. {H} {N} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ENV 108 Environmental Chemistry

Same as CHM 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. {N} Credits: 4
*Andrew Berke*
**Normally offered each spring**

### ENV 150 Mapping Our World: An Introduction to Geographic Information Systems

Same as GEO 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS — the industry standard GIS software — and online mapping platforms, and carry out semester-long projects in partnership with local conservation organizations and/or campus offices. Enrollment limited to 20. {N} Credits: 4
*Jack Loveless*
**Normally offered each fall**

### ENV 201 Researching Environmental Problems

While focusing on topical environmental issues, students 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 vary in scale from the local to the global. Note: 202 must be taken concurrently. Prerequisite: 101. Enrollment limited to 18. {N} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ENV 202 Researching Environmental Problems Laboratory

In this laboratory complement to 201, students use a variety of methods to gather and analyze different types of environmental data (quantitative, qualitative, spatial). Enrollment limited to 18. {N} {S} Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

### ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis

Same as ANT 224. Anthropology seeks to understand human life in all its complexity, but what constitutes "the human" is far from straightforward. This course examines the changing ways that "Anthropos" is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism, and the Anthropocene concept. Enrollment limited to 30. {S} Credits: 4
*Colin B. Hoag*
**Normally offered each fall**

### ENV 229 Critical Cartography and Environmental Social Movements

How do maps lie? Do maps describe or create spaces and places? How does the design of a map impact its message? And how does all of this matter for environmental social movements? This course is a practice-based investigation of questions such as these, through bringing the insights of critical cartography to bear on environmental social movements. Students will come out of the course with a map portfolio, improved skills in cartography, and a deeper sense of how maps have been used to not only describe but also influence environmental issues. Prerequisite: ENV 150 or permission of the instructor. Enrollments limited to 18. (E) Credits: 4
*Heather Rosenfeld*
**Normally offered each spring**

### ENV 275 Decoding the Experts: Modeling the Impact of Climate Change

The U.S. estimates the cost of carbon is $37/ton. Is this estimate too low? Too high? What will emission reductions cost? This course is a cooperative research effort to understand and evaluate the Integrated Assessment Models used to estimate the costs and benefits of carbon emission reductions. We begin with the IPCC predictions of the physical impacts of climate change and then turn to the economic models that translate physical predictions into cost estimates. Emphasis on understanding and critiquing the logic of the models and learning how differing assumptions translate into a wide range of reported estimates. Enrollment limit of 20. (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENV 311 Interpreting and Communicating Environmental 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 emphasizes careful

assessment of both message and audience to design effective communication strategies for complex topics. Students develop the ability to read, interpret, and critique environmental research from a variety of disciplines; to consider the needs and motivation of their audience; to develop evidence-based arguments tailored to a particular audience; and to articulate those arguments clearly and concisely. Prerequisite: one semester of statistics. ENV 101 and ENV 201/202 are strongly recommended. Enrollment limited to 18. {N} {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### ENV 312 Sustainable Solutions

This course is designed to develop a student's abilities as an environmental problem solver through practice. The problems come in two forms: a campus or local problem related to environmental sustainability or resilience, and the problem of what to do with one's life. To address each, students engage in a semester-long group project that addresses a real-world environmental issue or question (projects vary from year to year) and a more individualized examination of the student's own values, career aspirations and skills. Student work is assessed via progress reports, exercises, class participation, an oral presentation and a final written report. Prerequisites: 101, a statistics course, 201/202 and 311 (311 may be taken concurrently). Enrollment limited to 16. {N} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ENV 313 Political Ecology of Animals

Natural, wild, domestic—where are the boundaries? Should we care more about "charismatic megafauna" than bugs? How are race, gender, and class implicated in animal agriculture? This course interrogates the relationship between nonhuman animals, humans, and our shared environment. The first half introduces ways of thinking about and studying animals and society. The second half is thematic, exploring ways of conceptualizing and relating to nonhuman animals, including pets, pests, wildlife, and agricultural commodities/food. We will also explore what happens when animals switch categories, as in rewilding endeavors and animal sanctuaries. Enrollment limited to 12. (E) Credits: 4
*Heather Rosenfeld*
**Normally offered in the spring**

### ENV 323 Climate and Energy Policy

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and memo. Prerequisite: ENV 101 or permission of the instructor. (E) {N} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### ENV 326 Seminar: Environmental Justice and Natural Resource Management

This course will examine the connections between natural resource management and environmental justice in the US and the Global South. We will study the benefits and limits of traditional top-down approaches to the management of forests, land, fisheries, biodiversity, underground resources, water, food, and genomes in different parts of the world. By discussing case studies of environmental justice issues from tar sands mining in Alberta to the impact of biofuels and GMOs on local populations in Mexico, students will question and rethink the management of natural resources. Enrollment limited to 12. {S} Credits: 4
*Camille Washington-Ottombre*
**Normally offered each academic year**

### ENV 327 Environmental Justice in an Urbanizing World

This course will explore global environmental justice issues, debates, and policies in the context of an urbanizing world marked by race, gender, nationality, ethnicity, caste, class, and other lines of difference. We will draw from scholarship in urban studies, anthropology, sociology, geography, and other related fields to develop an appreciation of global environmental injustices and efforts to redress these injustices, whether through formal planning and policies, social movements, community organizing, or everyday environmentalism. We will cover environmental issues at multiple scales from around the world and explore the interrelatedness of themes. ENV 101 or equivalent required. Enrollment limited to 12. Credits: 4
*Efadul Huq*
**Normally offered each spring**

### ENV 340 Climate Change: Making Social Change Happen

A Calderwood Seminar in Public Writing
Stop stressing about climate change and learn how to write to make social change happen. This Calderwood Seminar challenges advanced students in an intimate workshop setting to grow as writers and agents of change. We will investigate the coessential relationships between climate change and social change, and explore how writing can open the way towards a more sustainable and just society. Throughout the semester, students will build a writing portfolio that might comprise a policy brief, a blog post, an interview-based profile of a climate activist, and a newspaper op-ed. Classes will include collaborative editing workshops, guest lectures, and other activities to build a strong writing foundation to implement social change. This course may be taken in place of the required environmental integration course ENV 311. Enrollment limited to 12. WI {N} {S} Credits: 4
*Camille Washington-Ottombre*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered both fall and spring semesters**

### ENV 430D Honors Project

Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors for specific requirements and application procedures. Credits: 8
*Members of the department*
**Normally offered both fall and spring semesters**

# Exercise and Sport Studies

**Professors**
Barbara Brehm-Curtis, Ed.D. *1

**Associate Professors**
Sarah Witkowski, Ph.D., Chair **2

**Assistant Professors**
Stephanie Jones, Ph.D. *2

**Lecturers**
Lynn Oberbillig, M.B.A., Associate Chair
Jane Stangl, Ph.D.
Erica S. Tibbetts, Ph.D.

**Instructors**
Meaghan Abelein
Jeannette Boudway, M.S., M.B.A.
Clare Elizabeth Gardner Doyle
Stefanie Frazee
Jaime L. Ginsberg, M.Ed.
Lynn M. Hersey, M.S.
Kristin Hughes, M.S.
Scott Johnson
Zack Kundel, M.S.
Caitlyn Patricia Lawrence, M.S.
Emily Lopez, M.S.
Jennifer MacAuley
Kathryn Moore, M.S.
Ellen M. O'Neil, M.S.T.
Rosalie Joan Peri, RN, CPT, RYT200
Arden Sundari Pierce
Danielle Rao
Adrien Ricci, M.S.
Kelli M. Steele, ATC
Ian Jake Turner, M.S.

## The Minor

**Advisers:** Members of the department

The Department of Exercise and Sport Studies provides opportunities for students to explore the breadth of opportunities in the discipline from socio-cultural and psychological to physiological and neuromechanical.This course of study is useful for students with an interest in exercise and sport and for those considering graduate study or a career in exercise science; community, work-site or other fitness programs; and the health sciences, such as physical therapy and medicine. Students interested in coaching may receive certification.

**Requirements:** The minor in exercise and sport studies requires 24 credits, with courses chosen in consultation with an adviser. These courses usually include at least one introductory course and must include at least five 4-credit courses. Up to 4 credits of 1- and 2-credit courses may be counted toward the minor, with permission of the adviser. One course from another department or program may be included provided that course is related to a student's particular interest in exercise and sport studies and is chosen in consultation with the adviser.

**Areas of Emphasis and Course Recommendations**
Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education: 100, 107, 110, 220, 225, 260, 261, 315 and EDC 336
Exercise Science: 100, 107, 210, 220, 250, 260, 261, 315, and 400
Health: ESS 100, 107, 130, 140, 250, 260, 261, 340
Sociocultural Perspectives: ESS 100, 130, 140, 200, 220, 225, 230, 240, 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 53-credit program tracked over the course of two years. A candidate receives theoretical and applied practice in coaching through 14 credits of a practicum experience by serving as either an assistant coach or a trainer to an intercollegiate team.

### Theory Courses

510 Biomechanics of Exercise and Sport
515 Physiology of Exercise and Sport
550 Gender in Sport
565 Skill Acquisition and Performance
570 Sport Psychology

### Seminars and Applied Skills

500 Foundations of College Coaching
501 Seminar in Administration of Athletic Teams
502 Seminar in Philosophy and Ethics
503 Legal Issues in Sport
504 Collegiate Recruiting
509 Musculoskeletal Anatomy
520 Sport Leadership for Coaches
555 Sports Nutrition
575 Sports Medicine
576 Fundamentals of Conditioning

### Coaching Practicum

505 Practical Foundations in Coaching (1st year)
506 Advanced Practicum in Coaching (2nd year)

Note: With the exception of 500, 502, 504, 505/506, 509, and special studies and theses credits, courses are offered on an alternate-year schedule.

## A. Theory Courses

#### ESS 100 Playing the Game: Introduction to Exercise and Sport Studies

A beginning survey course 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, and biophysical experiences and professional possibilities. Credits: 4
*Stephanie Jones, Lynn Oberbillig*
**Normally offered each fall**

#### ESS 107 Emergency Care

The goal of this course is to teach emergency medical care that enables the student to (a) recognize symptoms of illness and injuries; (b) implement proper procedures; (c) administer appropriate care; (d) achieve and maintain proficiency in all caregiving skills; (e) be responsible and behave in a professional manner; and (f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Credits: 2
*Stefanie Frazee*
**Normally offered both fall and spring semesters**

### ESS 110 Introduction to Sports Coaching and Leadership
This course introduces students to the principles of coaching and leadership that are applicable to all sports and teams (not just athletic). Content includes the following areas of sport science: pedagogy, leadership, psychology, physiology, recruiting, group dynamics, growth and development and areas of health and wellness related to the well-being of teams. {S} Credits: 4
*Jaime L. Ginsberg, Magdalena Anna Stepnik*
**Normally offered each spring**

### ESS 130 Stress Management: Practice and Resilience
The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Credits: 2
*Barbara Brehm-Curtis, Rachel Maria Jenkins Curtiss, Brittani Dawn Doyle, Caitlyn Patricia Lawrence, Erica S. Tibbetts*
**Normally offered both fall and spring semesters**

### ESS 137 Outdoor Leadership
Students will develop leadership skills, while progressing through a series of problem-solving scenarios and group initiatives. Each session will focus on experiential learning theories, history, and current trends in outdoor leadership. Rock climbing, orienteering, and challenge course elements will be utilized to practice theoretical applications. An overnight camping experience at MacLeish Field Station will challenge students to apply practical skill sets and explore leadership capacities.
*Stefanie Frazee, Kelli Steele*
**Normally offered in the fall semester**

### 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. Credits: 4
*Barbara Brehm-Curtis, Taylor Scott Reifert*
**Normally offered each academic year**

### ESS 175 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. Credits: 2
*Emily Morgan Lopez*
**Normally offered each interterm**

### ESS 200 Sport: In Search of the American Dream
This course will help students explore the way that sport overlaps with and directly influences many aspects of the "American Dream" such as politics, economics, and racial and gender based (in)-equality. Students will investigate historical and current trends in sport and have the opportunity to examine individuals who had an impact on sport and American society. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ESS 210 Science of Human Movement
In this course, students will employ mechanical principles to describe and quantify human motion in static and dynamic situations. Students will be introduced to the biomechanical and neural elements that dictate movement and develop skills to analyze functional human movement activities in exercise and daily-living contexts. This course would be of interest to students with an interest in athletics, physical or occupational therapy, orthopedics and biomechanics. {N} Credits: 4
*Stephanie Jones*
**Normally offered each academic year**

### ESS 220 Psychology of Sport
This is an introductory course designed to provide information and facilitate understanding in regard to the mental processes that promote peak performance and experience. Topics include imagery, self-talk, competition, motivation, team cohesion, peak performance, anxiety, attention and confidence. Cultural differences and creating inclusive and accessible sport spaces will also be discussed. PSY 100 is recommended but is not a prerequisite. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ESS 230 Body Images and Sport Media
An exploration of sporting images as projected through the media. Primary emphasis is on print and electronic journalism, including 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 and commercialization. {S} Credits: 4
*Amanda Leigh Hamilton, Tao Emet Marwell, Erica S. Tibbetts*
**Normally offered in alternate years**

### ESS 240 Exercise and Sport for Social Change
This class is designed for students who wish to understand more about the role sport and exercise can play in relation to social justice and civil rights movements, the way that current inequities influence who is able to participate in various types of sport/exercise, and methods for addressing these inequalities and injustices. Students will have the chance to learn about social justice and social change as they relate to the following topics: athlete activism, coaching, administration, participation, fairness, and non-profit community based and governmental level interventions. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ESS 250 Nutrition and Health
Enrollment limit of 20. An introduction to the science of human nutrition. Topics include digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We also examine how personal dietary choices affect nutritive quality of the diet and the health of an individual. The relationship between diet and health is explored throughout the course. Special topics include diet, cardiovascular disease, body composition, bone health, and vegetarianism. High school chemistry recommended but not required. Credits: 4
*Barbara Brehm-Curtis, Taylor E. Gardner*
**Normally offered each academic year**

### ESS 260 Anatomy and Physiology I
This course will examine the structures and physiology of human body systems. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, and nervous systems, as well as the special senses. This course will emphasize the interrelationships among body systems and regulation of physiological functions. This 4-credit course will pair lecture and laboratory sections to investigate the structure and function of the human body. Credits: 4
*Members of the department*
**Normally offered in spring of alternate years**

### ESS 261 Anatomy and Physiology II
This course will examine the structures and physiology of human body systems. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: endocrine, cardiovascular, immune, digestive, urinary, and reproductive. This course will emphasize the interrelationships among body systems and regulation of

physiological functions. This 4-credit course will pair lecture and laboratory sections to investigate the structure and function of the human body. Credits: 4
*Members of the department*
**Normally offered in spring of alternate years**

### ESS 275 Exercise Design
A course designed to plan and implement exercise-training programs for adults. Students learn about applied anatomy, exercise physiology, motivational tools, behavior change, applied biomechanics, and measuring and evaluating fitness variables. During this highly experiential course, students learn to design and operate individualized programs. Students who successfully complete this course are prepared to complete the American College of Sports Medicine's Certified Personal Trainer certification. Previous experience with weight training recommended. Prerequisites: 100 or 175 is recommended. Credits: 4
*Caitlyn Patricia Lawrence, Madeline Rose Prado*
**Normally offered each fall**

### ESS 280 Applied Sports Medicine
Healthy participation in sport activities can occur throughout life. Injuries due to involvement in sport can result in untold expense, discomfort and possible lifelong problems. The etiology and prevention of injury are discussed. The anatomic and clinical features of specific injuries are analyzed. Exercise as medicine is also discussed. Lecture and discussion are supported by applied laboratory exercises. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ESS 300 Topics in Exercise & Sport Studies
This seminar course varies in topic. See the course catalog for the description of the course. Past topics include Current Issues in Collegiate Athletics, Physical Activity and Health, Disparities in Cardiovascular Health and Disease. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ESS 315 Physiology of Exercise
This course is designed to give students an experience that will allow them learn, apply, and analyze the major physiological factors related to the response to acute exercise and exercise training. Students will study metabolism, cardiorespiratory, muscle and physiology as they pertain to physical activity and exercise. We investigate energy systems, energy expenditure, oxygen delivery and utilization, and the many factors (such as training) that affect health and performance. Prerequisites: Bio 200 (Animal Physiology), Anatomy and Physiology (ESS260 or ESS261), or permission of the instructor. This course may not be taken for the S/U grading option. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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. {N} Credits: 4
*Barbara Brehm-Curtis*
**Normally offered each academic year**

### ESS 400 Special Studies
Credits: 1–4
*Members of the department*
**Normally offered each academic year**

# 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 introductory course 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. Credits: 2
*Members of the department*
**Normally offered each summer**

### ESS 501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. Topics include planning, organizing, 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
*Members of the department*
**Normally offered in alternate years**

### 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 our 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. Students will develop and articulate their own coaching philosophy, and discuss related topics. Credits: 2
*Kristin Marie Hughes*
**Normally offered each fall**

### 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 are examined. Appropriate case studies and related contemporary sources provide the platform for discussion. Credits: 2
*Lynn Oberbillig*
**Normally offered in alternate years**

### 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. Credits: 1
*Lynn M. Hersey, Jennifer MacAulay*
**Normally offered each fall**

### 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
*Lynn Oberbillig, Erica S. Tibbetts*
**Normally offered both fall and spring semesters**

### ESS 506D Advanced Practicum in Coaching
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505D. This is a full-year course. Credits: 4
*Sarah Witkowski*
**Normally offered both fall and spring semesters**

### ESS 509 Musculoskeletal Structure and Function of an Athlete
This course is about a detailed study of the structure and the function of the human musculoskeletal systems (e.g. joints, bones and muscles). In addition, a few motor control and biomechanical principles that apply to musculoskeletal movement (e.g action potentials, force modulation, line of pull, moment arm, and relate a muscles' line of pull to generating a torque) will be introduced. Students will learn the skeletal system and skeletal muscles involved in athletic movements and how joints and ligaments promote and limit these movements. Credits: 2
*Members of the department*
**Normally offered each fall**

### ESS 510 Biomechanics of Exercise and Sport
A course in the application of biomechanics to exercise and sport. Information on linear and angular kinematics, linear and angular kinetics, and fluid mechanics is presented in order for students to analyze human movement within exercise and sport contexts. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ESS 515 Physiology of Exercise and Sport
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
*Sarah Witkowski*
**Normally offered in alternate years**

### ESS 520 Seminar in Sport Leadership for Coaches
This course provides the opportunity to explore the dynamic world of sports leadership. Students are exposed to alternative perspectives of leadership including some contemporary collaborative models and methods of cultivating athletes' leadership skills. Students build a personal model and philosophy of leadership that they can put to immediate use in their coaching. Credits: 2
*Jeannette Boudway*
**Normally offered in alternate years**

### ESS 550 Gender in Sport
A course designed to evaluate the role that gender norms and stereotypes have on participation, access and success in sport. Contemporary trends are linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in sport with a focus on gender and its intersections with other sociological constructs. Offered in alternate years. {S} Credits: 4
*Erica S. Tibbetts*
**Normally offered in alternate years**

### ESS 555 Sports Nutrition
This course provides students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course apply basic nutrition science information to sports training and competition. This course focuses extensively on what coaches and athletes need to know about nutrition for optimal performance. Credits: 2
*Members of the department*
**Normally offered in alternate years**

### ESS 565 Seminar in Skill Acquisitions
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. {N} Credits: 4
*Stephanie Jones, Lynn Oberbillig, Sarah Witkowski*
**Normally offered in alternate years**

### 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 are also covered. Case studies are used to facilitate operationalizing theory. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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 M. Steele*
**Normally offered in alternate years**

### ESS 576 Fundamentals of Conditioning
An advanced perspective of the development of athletes' functionality, strength and movement mechanics to improve overall performance. This course reviews lifting techniques, speed mechanics, functional training and practical theory of the athletic performance model and prepare students for applications of these principles in everyday sport coaching and to prepare for the NSCA-CSCS certification exam. Credits: 2
*Members of the department*
**Normally offered in alternate years**

### ESS 580 Special Studies
Credits: 1–4
*Erica S. Tibbetts*
**Normally offered each academic year**

### ESS 590 Thesis
Credits: 4
*Members of the department*
**Normally offered each academic year**

### ESS 590D Thesis
This is a full-year course. Credits: 2–4
*Members of the department*
**Normally offered each academic year**

# 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 plus an hour of work outside of class each 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 940 Outdoor Skills

Sectioned course.

*Introduction to Wilderness Camping*
This course teaches students the fundamentals of wilderness camping, outdoor living and travel. This includes, but is not limited to, principles of orienteering and navigation, backcountry camp craft, shelter building, backcountry camp craft, use of tents and tarp shelters, travel techniques in different regions and conditions, low-impact camping theories and fire building. It emphasizes traveling light-weight while practicing leave no trace (LNT) principles. Credits: 1
*Members of the department*
**Normally offered each spring**

*Outdoor Skills: Fall*
In this outdoor adventure course, students explore local parks, rivers and trails; while learning technical skills in canoeing, mountain biking, rock climbing, hiking, map/compass and minimum impact backcountry travel. Leadership facilitation and risk management are core topics throughout. Credits: 1
*Members of the department*
**Normally offered in alternate years**

*Whitewater Canoeing*
An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers offering Class I and II rapids during the spring. Prerequisite: Flatwater canoeing experience preferred, plus satisfactory swimming skills. This is a half semester course. Enrollment limited to 8. Credits: 1
*Members of the department*
**Normally offered each spring**

*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 also include off-campus trips. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*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. This is a half semester course. Prerequisite: satisfactory swimming skills. Enrollment limited to 6. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Rock Climbing II*
This active course quickly reviews the fundamentals of rock climbing and top-rope anchor building, then proceeds to introduce more advanced skills with a greater emphasis on lead sport climbing and traditional gear placement. Safety issues remain a strong emphasis in this course. The majority of class time takes place off-campus at nearby cliffs. This is a half semester course. Prerequisite: Rock Climbing I or permission of the instructor. Enrollment limited to 8. Credits: 1
*Members of the department*
**Normally offered each fall**

*Archery*
This course is designed for the beginning or novice archer and uses recurve target bows and equipment. The purpose of the course is to introduce students to the basic techniques of target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

## ESS 945 Physical Conditioning

Sectioned course.

*Introduction to Futsal*
This course provides an introduction to conditioning through the lens of futsal. Students will develop their foot skills and overall technical and tactical abilities of indoor soccer while learning to build endurance, speed, and agility to best succeed in this sport. This course is for all people looking to improve physical fitness in the fun, competitive environment. Credits: 1
*Members of the department*
**Normally offered each spring**

*Weight 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. This is an ideal course for students interested in sport, applied sports medicine and rehabilitation. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Kickboxing I*
This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Kickboxing II*
This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class includes 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 another Kickboxing course that is instructor approved. Good health and high fitness level is required. Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

*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. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*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 students are able to develop and maintain their own Pilates matwork program. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Pilates II*
A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course explores the history of Pilates, the benefits of Joseph Pilates Matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Credits: 1
*Members of the department*
**Normally offered each spring**

*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. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*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 culminates in a field trip to race in a local 5k. Credits: 1
*Members of the department*
**Normally offered each fall**

*Ultimate Frisbee*
This course provides an introduction to physical conditioning through the sport of ultimate frisbee. Students will learn how to build endurance, speed, quickness, and agility while developing a basic understanding of ultimate's rules and fundamental skills. This course is for all people looking to improve physical fitness in the fun, encouraging environment ultimate provides. Credits: 1
*Members of the department*
**Normally offered in alternate years**

## ESS 955 Self Defense

Sectioned course.

*Tai Chi I*
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. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Kung Fu*
Indonesian Kung-Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Self Defense I*
This course offers strategies for personal safety and confident communication skills.In a supportive environment learn to stand up, speak up and be fierce! Nonverbal, verbal and physical techniques are emphasized. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Ba Gua Zhang*
Eight Trigram Palm is a traditional Chinese martial art once used by the Emperor's Imperial Guard. Its theory is based on the I Ching (Book of Changes) and the eight surrounding trigrams. As a martial art, Ba Gua Zhang incorporates a number of training methods, making it a challenging and effective practice in terms of self-defense and health building. This course teaches strengthening postures, strike sequences, turning the circle, and forms which are the four pillars of this unique martial art. Credits: 1
*Members of the department*
**Normally offered each spring**

## ESS 901 Aquatic Activities

Sectioned course.

*Beginning Swimming*
A course in the development of basic swimming skills and the conquering fear of the water. Priority is given to establishing personal safety and enhancing skills in the water. Students in this course 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. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Advanced Beginning/ Intermediate Swimming*
The course will focus on the improvement of swimming skills. Performance goals include being able to swim Freestyle, Backstroke and Breaststroke and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. All students are assessed at the beginning and end of the end of the semester. Although this is not a conditioning class the intermediate level student will receive the same stroke technique instruction with an emphasis on a greater volume of swimming which will prepare the student for the next level which is swim conditioning. The pool will be divided to serve the differing levels. Prerequisite: ability to swim at least one length of the pool. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Swim Conditioning*
Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities are also included. Intermediate swimming ability required. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Springboard Diving*
This class is designed to learn the basic fundamentals of springboard diving. Students will develop skills in the five categories of one-meter diving while covering springboard safety and body mechanics to master basic approaches and entries. Credits: 1
*Members of the department*
**Normally offered each fall**

## 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 sidestrokes, and retrieval of 10-pound brick from 8-foot depth. Enrollment limited to 10. Credits: 2
*Members of the department*
**Normally offered each spring**

## ESS 920 Fencing

Sectioned course.

*Fencing I*
This beginner course in foil fencing will cover basic footwork and bladework techniques for offense and defense. Students will learn tactics, bouting,

refereeing and use of electrical scoring equipment to prepare for a friendly in-class tournament at the end of the semester. Fencing is a fun and engaging lifelong sport that cultivates graceful fitness, quick thinking and lightning reflexes. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

## 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. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

## 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 are taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills. Credits: 1
*Members of the department*
**Normally offered each fall**

## ESS 960 Racquet Sports

Sectioned course.

*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 improves on balance, agility and eye-hand coordination. Non-marking shoes suitable for squash are mandatory. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Tennis I—Beginning*
In this play-and-learn class, students are introduced to the four basic tennis strokes: forehand, backhand, volleys, serve. Through games and drills, students will learn basic strategy and positioning for singles and doubles. Tennis rules and etiquette are included in the curriculum. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Tennis II—Advanced Beginning*
This class will build on the skills developed in Tennis I. Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). Through games and drills, students will be introduced to underspin, lobs, overheads, and dropshots while increasing their understanding of tactics and positioning. Prerequisite: Tennis I or permission of the instructor. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Badminton*
The development of badminton skills, strokes and strategy. Students learn to play singles and doubles in this fast indoor sport. Credits: 1
*Members of the department*
**Normally offered each spring**

## ESS 975 Yoga

Sectioned course.

*Gentle Yoga*
An introduction to yoga that is adaptive to the individual, gentle and slowly dynamic with a breath-centered approach. Students will be empowered, giving tools to reduce stress and improve strength, flexibility and alignment. Injuries are accommodated. Students learn to embody experiences of focus, acceptance, courage and letting go. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Introduction to Iyengar*
This class introduces students to Iyengar method, focusing on balancing and aligning body and mind while developing strength, flexibility endurance, and optimal structural alignment. The method also develops self-awareness, intelligent evaluation, confidence, and inward reflection. Students will be introduced to a range of postures (asana) and breathing practices (pranayama) that will address their own individual needs in addition to learning special sequences relieving symptoms of stress, fatigue, and physical pain. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

*Hatha Yoga I*
An introduction to yoga through basic postures, breath techniques, meditation and alignment. Designed to help students reduce stress, improve strength and flexibility, and cultivate the mind/body connection. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

# Film and Media Studies

**Professor**
Alexandra Linden Miller Keller, Ph.D, Chair

**Associate Professor**
Jennifer C. Malkowski, Ph.D.

**Assistant Professor**
Anaiis Cisco, MFA [†1]

**Visiting Assistant Professor**
Şebnem Baran, Ph.D.

**Advisers**
Anna Botta, Ph.D., Professor of Italian Studies and of Comparative Literature
Jennifer DeClue, Assistant Professor of the Study of Women & Gender
Dawn Fulton, Ph.D., Professor of French Studies
Barbara A. Kellum, Ph.D., Professor of Art
Daniel Elihu Kramer, M.F.A., Professor of Theatre
Richard H. Millington, Ph.D., Professor of English Language and Literature
Tom Roberts, Assistant Professor of Russian, East European & Eurasian Studies
Kevin L. Rozario, Ph.D., Associate Professor of American Studies
Fraser Stables, M.F.A., Professor of Art
Frazer D. Ward, Ph.D., Associate Professor of Art
Joel P. Westerdale, Ph.D., Associate Professor of German Studies

## Film and Media Studies Major

The Film and Media Studies major at Smith College comprises ten courses.

1. FMS 150 Introduction to Film and Media Studies (normally offered each fall)
2. Media History (a survey course covering approximately 50 years of one moving image medium's global history); FMS 250 Global Cinema after WWII and FMS 251 A Global History of Television satisfy this requirement. Other courses in the Five Colleges may as well; confer with your adviser.
3. FMS 290 Theories and Methods of Film and Media Studies (normally offered each spring)
4. One film, video, digital production and/or screenwriting course (FMS 280 Introduction to Video Production is normally offered each spring, FMS 281 Screen Writing Workshop is normally offered each academic year)
5. Three courses in a focus designed by the student in consultation with the adviser (see below; at least one must be taken at the advanced level)
6. Three additional electives

No more than four courses in the major can be production courses.

Three courses must be taken at the advanced level. One must be a 300-level seminar.

Introduction to Film and Media Studies is the prerequisite for any production course,for Theories and Methods of Film and Media Studies and for all 300-level courses.

One non-production course must centrally address alternatives to commercial media (e.g., documentary or experimental/avant-garde work).

Only one component course may count for the major. (A core course is one in which the moving image is the primary object of study; a component course is one in which the moving image figures significantly but is not the central focus of the course).

**The Focus**
The three-course focus allows Film and Media Studies majors to concentrate in a particular area, as designed by the major in consultation with the adviser. Normally the focus should be chosen by the second semester of junior year. At least one course in the focus must be at the advanced level. Focus areas include, but are not limited to:

- Theories of film and/or other media
- Production
- National/transnational cinemas and/or other media industries
- Intersectionality (emphasizing some meaningful conceptual combination of gender, sexuality, race/ethnicity, class, ability, age, and more)
- Moving image audiences and cultures
- Comparative genres
- Avant-garde/experimental
- Documentary/non-fiction
- Media histories
- Media industry studies

## The Minor

The Film and Media 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 Chair or adviser, elsewhere among the Five College institutions. No more than two courses in the minor can be production courses.

**Required courses:**
FMS 150 Introduction to Film and Media Studies (normally offered each fall)
FMS 290 Theories and Methods of Film and Media Studies (normally offered each spring) or a 300-level seminar

## Honors

**Director:** Alexandra Keller

### FMS 400 Special Studies
Admission by permission of the program. Credits: 1–4
**Normally offered both fall and spring semesters**

### FMS 430D Honors Project
A thesis on a film studies topic or a creative project. 8 credits for the full-year course; 4 per semester. Credits: 4
**Normally offered both fall and spring semesters**

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

### FMS 150 Introduction to Film and Media Studies

This course introduces students to FMS through units that pair four scholarly approaches with four influential media forms: the Aesthetics of Film, the History of Television, the Ideologies of Video Games, and the Technologies of Internet Media. Through these units, we will ask: what human desires animate our relationship with media? For what purposes have people invented and evolved these technologies? How do makers use them, and what are audiences seeking in them? These questions will help us see the fundamental forces that unite film, television, video games, and Internet media alongside the elements that distinguish them from each other. {A} Credits: 4

*Jennifer C. Malkowski*

**Normally offered each fall**

### FMS 232 Unruly Women: Trailblazers, Gamechangers and Showrunners in the History of American Television

While the #TimesUp and #MeToo movements have recently brought the problems of sexism, misogyny and the lack of representation to the forefront, the U.S. television industry has long struggled with providing space to women on and behind the screen. Despite the attempts to confine them in the roles ascribed by a patriarchal society, women have challenged norms and changed television at the same time. This course explores the history of American television to understand how "unruly women" transformed television by challenging hierarchies of power. After tracing the beginnings of the showrunner system to the works of two powerful women—Lucille Ball and Mary Tyler Moore, this class raises questions about gender representation and diversity. We will also examine different aspects of television production such as genre and distribution. At the same time, we will study the connections among race, gender, sexuality and class by moving between the televisual texts and their context of production. While examining the changing power hierarchies between the reign of network television, the rise of cable TV and the birth of online streaming, we will screen dramas, sitcoms and animations created by women and featuring female characters. Screenings will include *I Love Lucy*, *Orange is the New Black*, *Grey's Anatomy*, *Insecure* and *Steven Universe* as well as other shows created by women and gender non-binary creators. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FMS 237 The Documentary Impulse

The drive to represent reality has animated media makers throughout history. In the service of this urgent, impossible ambition, documentarians have used myriad forms of media and produced some of each form's most complex works. This course examines how they have done so, concentrating on different approaches to documentary (observational, ethnographic, essayistic, autobiographical), and considering work in photography, film, television, radio/podcasts, websites and virtual reality. Throughout the semester, we interrogate the boundaries of the documentary mode; the unique ethical considerations of doing documentary work; and the social, cultural and technological factors that shape documentary's history and current practice. Enrollment limit of 28. {A} Credits: 4

*Jennifer C. Malkowski*

**Normally offered in alternate years**

### FMS 238 Crime on Screen

By exploring crime films and crime shows, this course surveys how representations of crime on screen have changed since the beginning of the crime genre. While studying how culture affects the representations of crime on screen, we will also raise critical questions regarding representation of gender and race. Throughout this course, selected readings and screenings will move between films and TV shows and their socio-political context of production for a better and more comprehensive understanding of the evolution of crime genre. (E) {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FMS 239 The Curious Case of Online Streaming: Online Streaming, Sharing, and Piracy in the Digital Age

By providing viewers from different parts of the world easier access, new online streaming services also familiarize global audiences with quality programming. Emerging local streaming services mimic this model and aim to produce such shows to attract viewers to their platforms by applying the same standards to their originals. A close look at these new online streaming models reveals the complicated relationship between online sharing, piracy and online streaming. While moving between theory and case studies, this class explores this complicated relationship. (E) {A} Credits: 4

*Şebnem Baran*

**Normally offered each fall**

### FMS 245 Melodrama and Power: Genre, Gender and Race

Associated with female viewership, melodramas and soap operas are seen as low-quality content in the U.S. market. Melodramas and soaps originating from different parts of the world bear a similar mark of "non-quality." This coupling of geographical origin and genre hierarchies to emphasize the difference of "the West" from "the rest" is also relevant for the ways in which peripheral content is categorized as "soap operas" and "telenovelas." By exploring melodramatic films and TV shows, this course surveys the roots of melodrama as a genre and analyzes the power hierarchies around it with reference to gender and race. (E) {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FMS 246 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 Queer 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 affected by digital technology and the Age of New Media. {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FMS 247 American Film and Culture from the Depression to the Sixties

This course explores the relationship between film and culture during some of the most crucial decades of "The American Century." It looks at the evolving connection between films and their audiences, the extent to which films are symptomatic of as well as influential on historical periods, major events and social movements, and the ways in which film genres evolve in relation to both cultural change and the rise and fall of the Hollywood studio system. Among the questions we'll consider: How did the Depression have an impact on Hollywood film style and form? How were evolving ideas about American motherhood puzzled out in American cinema of the period? What were some of the important differences between the way mainstream U.S. cinema and European film represented World War II? How did Civil Rights and the Red Scare become appropriate topics for Westerns? Did the lighthearted veneer of the fluffy sex comedies of the sixties actually hide some serious questions about labor, independent female subjectivity and heteronormativity? Particular and sustained attention will be paid to relations among gender, genre, race and class. {A} {L} Credits: 4

*Alexandra Linden Miller Keller*

**Expected to be offered in the next 3 years**

### FMS 248 Women and American Cinema: Representation, Spectatorship, Authorship

A survey of women in American films from the silent period to the present, examining: 1) how women are represented on film, and how those images relate to actual contemporaneous American society, culture, and politics; 2) how theoretical formulations, expectations, and realities of female spectatorship relate to genre, the star and studio systems (and other production and distribution modes), dominant and alternative codes of narration, and developments in digital and new media modes; and 3) how women as stars, writers, producers, and directors shape and respond to, work within and against, dominant considerations of how women look (in every sense). {A} Credits: 4

*Alexandra Linden Miller Keller*

**Expected to be offered in the next 3 years**

### FMS 250 Global Cinema After World War II

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 with films from other places and times? We examine films, filmmakers, and film movements including: Italian Neo-realism, French New Wave, New German Cinema, Brazilian Cinema Novo, Chinese Fifth Generation, Hong Kong Action Cinema, and the films of Ousmane Sembene, Thomas Gutierrez Aléa, Satyajit Ray, Akira Kurosawa, Julie Dash and Spike Lee. Satisfies the media histories requirement for the film and media studies major. {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FMS 251 A Global History of Television

Television has long been associated with domestic—both in terms of home and the nation—consumption. However, digital technologies have challenged this confinement. Following the lead of satellite technologies and the global wave of economic liberalization, television content has become more mobile, and spread of digital technologies has further contributed to this mobility. This course examines the global journey of television starting from its conception and ending in the current digital era. (E) {A} Credits: 4

*Şebnem Baran*

**Normally offered each spring**

### FMS 261 Video Games and the Politics of Play

An estimated 63% of U.S. households have members who play video games regularly, and game sales routinely exceed film box office figures. As this medium grows in cultural power, it is increasingly important to think about how games make meaning. This course serves as an introduction to Game Studies, equipping students with the vocabulary to analyze video games, surveying the medium's genres, and sampling this scholarly discipline's most influential theoretical writing. The particular focus, though, is on the ideology operating beneath the surface of these popular entertainment objects and on the ways in which video games enter political discourse. Enrollment limit of 25. {A} Credits: 4

*Jennifer C. Malkowski*

**Normally offered in alternate years**

### FMS 262 Television Without Borders: TV Flows Across the World

*Desperate Housewives* in Argentina? The *O.C.* in Turkey? *Sherlock* in the United States? Television defies national borders more than ever. Although TV has travelled around the world for a long time, the rules have changed since the early 2000s. The increasing popularity of format adaptations, new centers of production, new technologies of circulation—such as online streaming platforms—open up new waves of television flows. As television globalizes, content creators try new ways to export and adapt content. By providing exposure to a diverse television content "flowing" around the world, FMS 262 helps students gain insight into the globalization of popular culture. (E) {A} Credits: 4

*Şebnem Baran*

**Expected to be offered in the next 3 years**

### FMS 265 Film in the Digital Age

Film, a dominant entertainment form in the 20th century, faces sweeping changes in the twenty-first. Digital technologies are widely replacing film cameras and projectors, theatrical exhibition continues to decline as audiences watch movies on smaller and smaller screens, and the list of other entertainment forms competing for the public's attention grows longer each year. Appropriating Peter Greenaway's provocation, "Cinema is dead, long live cinema," this course will consider the challenge digital media present to film's primacy, but also the ways in which film has survived and thrived during this and previous periods of dramatic technological change. Prerequisite: FMS 150. {A} Credits: 4

*Jennifer C. Malkowski*

**Normally offered in alternate years**

### FMS 270 Making Knowledge

This colloquium examines the life cycle of knowledge making: studying what it means to produce knowledge, how one decides how (and with whom) to share one's knowledge, and the implications of having the privilege to engage in such projects. We study a range of questions: Who desires knowledge, and why? When do data and information become knowledge? How does knowledge become wisdom? Students work collaboratively and independently on public scholarship projects, develop expertise in digital critique and seminar style discussion, and present work to a range of different publics. Enrollment by instructor permission, limit of 12. Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FMS 280 Introduction to Video Production

This course will provide a foundation in the principles, techniques, and equipment involved in making short videos, including: development of a viable story idea or concept, aesthetics and mechanics of shooting video, the role of sound and successful audio recording, and the conceptual and technical underpinnings of digital editing. You will make several short pieces through the semester, working towards a longer final piece. Along with projects and screenings, there will be reading assignments and writing exercises. Prerequisite: FMS 150 or its equivalent (can be taken concurrently). Application and permission of instructor required. Enrollment limited to 12. {A} Credits: 4

*Members of the department*

**Normally offered both fall and spring semesters**

### FMS 281 Screenwriting Workshop

This course provides an overview of the fundamentals of screenwriting. Combining lectures and script analyses, students focus on character development, story structure, conflict, and dialogue featured in academy award-winning screenplays. Students begin with three creative story ideas, developing one concept into a full-length screenplay of their own. Through in-class read-throughs and rewrites, students are required to complete ~30 pages of a full-length screenplay with a detailed outline of the entire story. {A} Credits: 4

*Members of the department*

**Normally offered each academic year**

### FMS 282 Topics in Advanced Moving Image Production

Through conventional filmmaking aesthetics and techniques, this advanced course includes hands-on trainings and workshops geared toward creating a feature-length project. Developing a long-form narrative, experimental, documentary, or episodic project, students write thirty pages of a full-length screenplay, while also producing, directing, and editing a ten-minute sample clip. This course features DSLR digital video production, lighting and sound exercises, editing techniques, and various distribution strategies. Application required. {A} Credits: 4
*Members of the department*
**Normally offered each academic year**

### FMS 285 Screenwriting

This class explores modes of screenwriting that give weight to cinematic elements usually ignored by orthodox screenplay form. We treat the pictorial and audio-visual as content rather than mere style, and we explore ways to write the visual in addition to dialogue. Throughout the class, the emphasis for student writing is on personal content and human-scaled stories rather than historical film genres. Weekly writing exercises includes both original content and scenes for established characters in finished films or TV shows. There are also specific technical exercises built on structural film elements like time-lapse, etc. A first workshop in narrative screenwriting. Weekly short writing assignments and in-class workshops of student scenes. Longer final project. Prerequisite: FMS 150 Introduction to Film and Media Studies (may also be taken concurrently). Enrollment limit 12. Instructor permission required. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FMS 290 Theories and Methods of Film and Media Studies

This course is designed to give FMS majors and minors a solid grounding in the primary methods of our field. In other words, what are the broad approaches scholars have taken to the study of media, and what specific methodological strategies have proved most effective? We begin with theory as one such method—one that zooms out to ask broad questions about the essential nature of a medium. Our history unit shifts the focus to how media are impacted by and implicated in the progression of time and culture. Finally, our criticism unit features strategies for analyzing individual media objects. Prerequisite: FMS 150. Enrollment limit of 15. Professor permission only. Priority given to FMS majors and minors. {A} Credits: 4
*Alexandra Linden Miller Keller*
**Normally offered each spring**

### FMS 310 Whose Quality is it? Quality TV After Digitalization

The notion of quality is neither objective nor global. The much disputed definition of quality programming is further complicated by the increase in transnational flows of formats and programs as well as the globalization of online streaming models associated with quality programming. This course will explore the elusive definition of the Anglo-American quality programming in light of the following questions: Is it possible to talk about an ongoing globalization of that definition? What is the role of digital technologies in this transformation? What does this transformation mean for the pre-existing hierarchies of power in global TV market? Prerequisite: FMS 150, professor permission only. Priority given to FMS majors and minors. Enrollment limit of 12. (E) {A} Credits: 4
*Şebnem Baran*
**Expected to be offered in the next 3 years**

### FMS 311 Media Fandom, Participation and Fan Studies

Trending their fandom's names on Twitter, funding the big screen adaptation of their favorite shows via Kickstarter, and in some cases, getting out on the streets for physical protests—Media fans and fandoms have become more visible in the digital age. However, fan practices pre-date the widespread use of the internet. This course will explore the past and the present of media fandom alongside the ways in which fans have been represented and studied. While surveying the history of fandom and fan studies, we will study the notions of participation, engagement and activism in connection with fan practices. Prerequisite: FMS 150, professor permission only, priority given to FMS manors and minors. Enrollment limit of 12. (E) {A} Credits: 4
*Şebnem Baran*
**Normally offered each academic year**

### FMS 345 Violence, Mortality and the Moving Image

If cinema is, as André Bazin writes, "change mummified," violence and death are among the most dramatic physical changes it can "mummify." This course studies the long, complex relationship between cinema and these bodily spectacles. How has censorship impacted the way violence has been screened? How can cameras make the internal processes of death externally visible? What are the ethics of filming "real" violence and death in a documentary mode? How are cultural attitudes toward violence and death reflected in and shaped by films? As a cautionary note, this course necessarily includes graphic representations of violence and death. Prerequisites: FMS 150. Enrollment limit of 12. {A} Credits: 4
*Jennifer C. Malkowski*
**Expected to be offered in the next 3 years**

### FMS 350 Questions of Cinema

Topics course.
Does not fulfill ARH research seminar requirement (FMS 350 is cross-listed with ARH.)

*Film and Visual Culture from Surrealism to the Digital Age*
This class investigates the moving image and its relationship to the rest of 20th- and 21st-century art, especially visual culture. Working with the premise that film has been arguably the most influential, powerful and central creative medium of the age, the course examines how film has been influenced by, and how it has influenced, interacted with, critiqued, defined, and been defined by other media. Historically we examine how film has moved from a marginal to a mainstream art form, while still often maintaining a very active avant-garde practice. We'll look at how cinema and other moving images have consistently and transhistorically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigations with those of other media. Over the course of the semester, we shall also attend to the idea of "film" in relation to the larger category of "moving image." {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### FMS 400 Special Studies

Admission by permission of the program. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### FMS 430D Honors Project

A thesis on a film studies topic or a creative project. 8 credits for the full-year course; 4 per semester. Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

# Cross-Listed Courses

### AMS 235 American Popular Culture

*Steve Waksman*
**Normally offered in alternate years**

### ARH 280 Art Historical Studies

*Swords and S(c)andals: Ancient Rome in Film/Form*
*Members of the department*
Expected to be offered in the next 3 years

### WLT 266 Studies in South African Literature and Film

*Modern South African Literature and Cinema*
*Members of the department*
Expected to be offered in the next 3 years

### EAL 251 Modern Korean Literature
*Members of the department*
Expected to be offered in the next 3 years

### EAL 252 Women in Korean Cinema
*Members of the department*
Expected to be offered in the next 3 years

### EAL 253 Korean Cinema: Cinema and the Masses
*Irhe Sohn*
Normally offered each fall

### EAL 273 Women and Narration in Modern Korea
*Irhe Sohn*
Normally offered each spring

### EAL 281 Colloquium: Revising the Past in Chinese Literature and Film
*Members of the department*
Expected to be offered in the next 3 years

### ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation
*Members of the department*
Expected to be offered in the next 3 years

### FRN 252 French Cinema

*Paris on Screen*
*Members of the department*
Expected to be offered in the next 3 years

*Cities of Light: Urban Spaces in Francophone Film*
*Members of the department*
Expected to be offered in the next 3 years

### FRN 392 Topics in Culture

*Stereotypes in French Cinema*
*Members of the department*
Expected to be offered in the next 3 years

### FYS 102 The Painful Pleasures of Nostalgia, in Media
*Members of the department*
Expected to be offered in the next 3 years

### FYS 119 Performance and Film Criticism
*Members of the department*
Expected to be offered in the next 3 years

### FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
*Anna Botta*
Expected to be offered in the next 3 years

### GER 231 Topics in German Cinema

*Nazi Cinema*
*Members of the department*
Expected to be offered in the next 3 years

*Weimar Film*
*Members of the department*
Expected to be offered in the next 3 years

### GER 300 Topics in German Culture and Society

*The German Film Krimi From Weimar to the Present*
*Members of the department*
Expected to be offered in the next 3 years

*On the Origins of German Film Art*
*Members of the department*
Expected to be offered in the next 3 years

*Vom Krieg zum Konsens: German Film Since 1945*
*Members of the department*
Expected to be offered in the next 3 years

### HST 210 (C) Modern Middle Eastern Cinema, Film and Thought
*Members of the department*
Expected to be offered in the next 3 years

### IDP 160 Digital Effects
*Members of the department*
Expected to be offered in the next 3 years

### ITL 281 Italian Cinema Looks East
*Members of the department*
Expected to be offered in the next 3 years

### LAS 201 Colloquium in Latin American and Latino/a Studies

*Landscapes of Work, Wealth and Power: The Economic Geography of Latin America*
*Members of the department*
Normally offered each academic year

### MES 210 Modern Middle Eastern Cinema
*Members of the department*
Expected to be offered in the next 3 years

### RES 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context
*Thomas Lee Roberts*
Normally offered each fall

### RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe
*Members of the department*
Expected to be offered in the next 3 years

### POR 202 Barriers to Belonging: Youth in Brazilian Film
*Members of the department*
Normally offered in alternate years

### SPN 373 Seminar: Cultural Movements in Spanish America

*Literature, Film and the Transnational Imagination in Latin America*
*Members of the department*

*Recent Latin American Films; Bridging the Public and the Private*
*Members of the department*
Expected to be offered in the next 3 years

### SWG 200 The Queer '90s

*Jennifer M. DeClue*
Normally offered each fall

### THE 242 Acting II

*Acting and Directing Actors for the Camera*
*Members of the department*
Expected to be offered in the next 3 years

### THE 360 Production Design for Film

*Members of the department*
Normally offered in alternate years

### THE 361 Screenwriting

*Andrea D. Hairston*
Normally offered each spring

### THE 362 Screenwriting

*Andrea D. Hairston*
Normally offered each spring

# First-Year Seminars

Richard H. Millington, Helen & Laura Shedd Professor of English Languages & Literature, 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 (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 100 My Music: Writing Musical Lives

This first-year seminar begins with an exploration of our own musical lives. What does the particular constellation of material that we call "My Music" tell us about who we are, where we come from, and how we relate to the world? After analyzing and comparing musical lives within the class, we will read selected case studies and collaboratively design a musical biography project. Each student will curate one person's musical life story, gathering data through one-on-one interviews, weaving together their interlocutor's words with their own interpretations, and ultimately reflecting on what they have learned from the experience. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 101 The Lives of Animals: Literature and the Nonhuman

In this course, we will track animals across a range of poems, stories, novels, essays, and films that try to imagine what it is like not to be human. From stories of people transforming into animals to texts that insist that we have no clue what animals really feel, we will consider the various ways that writers distinguish—or refuse to distinguish—humans from other animals. Why, we will ask, are literature and art so haunted by animal life? We will discuss zoos, pets, fables, cartoons, animal rights, vegetarianism, anthropocentrism, and extinction. Enrollment limited to 16 first-year students. (E) WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 16 first-year students. WI {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 104 Podcasts and Archives

By the end of this course, you'll have produced two podcast episodes. Drawing on materials from the college archives, you'll tell the story of a Smith student or faculty member whose achievements the literature has so far overlooked. As a class, we'll study one such person: logician and philosopher Alice Ambrose (1906–2001). We'll ask "Who was she?", "What is her legacy as a cultural object?", and "What can she tell us about Smith and her fields today?" In addition to podcast production, you'll develop other marketable skills. Enrollment limited to 16 first-years. (E) WI {H} Credits: 4
*Theresa Helke*
**Expected to be offered in the next 3 years**

### FYS 105 Ethics of Big Data

The emergence and rapid development of networked information technologies has produced an enormous amount of data about us, from our consumer habits and financial histories to our health histories and social media identities. This class considers ethical and political questions in connection with the collection, use, and storage of this data, considering empirical research in the social sciences and computer sciences against the backdrop of philosophical conceptions of consent, privacy, personal identity, and equality. Students will analyze ethical questions prompted by the generation of big data, and social implications of data-driven governance, considering possible theoretical and policy-guiding responses. Enrollment limited to 16 first-years. (E) {WI} Credits: 4
*Melissa Yates*
**Expected to be offered in the next 3 years**

### 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. (E) WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. (E) WI Credits: 4
*Sara B. Pruss*
**Expected to be offered in the next 3 years**

### FYS 110 A Century of Revolutions in Latin America

This first-year seminar offers a multidisciplinary study of three major revolutionary processes in Latin America's past century. Through the examination of the

Mexican Revolution (1910), the Cuban Revolution (1959), and Sendero Luminoso's insurrection (1980), this seminar explores regional trajectories of failed modernizations, social unrest, state transformations, and post-revolutionary reconfigurations. Weekly meetings are centered on the discussion of bibliography and the analysis of primary sources, including documents, fiction writings, visual arts, films, music, and other materials. As a writing intensive class, students will deliver a series of research reports and one final paper on the topic of their choice. Enrollment limited to 16 first-year students. WI
*Javier Puente*
**Expected to be offered in the next 3 years**

### FYS 116 American Gods: Religious Diversity in the United States

The United States is one of the most religiously diverse nations on earth. This course investigates that diversity, in the past and in the present, and explores traditions imported to America, recent traditions born in America, and/or traditions indigenous to the Americas. By doing so, this course engages how religious traditions shape and are shaped by other forms of difference (race, class, gender, age, sexuality, etc.). As part of this study, students engage in original ethnographic research to document the religious diversity of the greater Springfield and Pioneer Valley region. Enrollment limited to 16 first-year students. WI {H} {S}
*David J. Howlett*
**Expected to be offered in the next 3 years**

### FYS 117 The Bible and the American 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. WI {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. The students attend live performances and film and video screenings, and write their own reviews and critical responses. This course counts toward the theatre major. Enrollment limited to 16 first-year students. WI {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 121 Political Stages: The Intersections between Theatre and the Challenges to Democracy

We will examine central issues of our present, precarious moment, with units on Democracy, Racism, Social Trauma, Populism, Migration, War and Genocide. We will read critical texts and contemporary plays that explore these issues, with students developing short, original theatre pieces that respond to the material. This is a writing intensive course in which students produce analytical essays, op-eds (public-facing writing), and creative work. Enrollment limited to 16 first-year students. WI Credits: 4
*Ellen Wendy Kaplan*
**Expected to be offered in the next 3 years**

### FYS 122 Eden and Other Gardens

Human cultures have persistently imagined the ideal existence as life in a green and flowering garden. Along with plants, gardens have hosted ethical dilemmas, seductions, dramatic increases in knowledge and the prospect of healing for the self and the environment. Meeting in the Plant House on Paradise Pond and ranging from the Book of Genesis to the film *Avatar,* this seminar explores the changing meanings of gardens both literary and real, including botanic gardens, secret gardens, Islamic gardens and the Smith campus as academic garden. Includes an independent research project on the history, plantings and meanings of a campus or local garden. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 123 Horse-Lords of the Ancient Steppes: The Indo-European Diaspora

Around 3,000 BCE pastoral peoples living in southern Russia domesticated wild horses and invented wheeled vehicles, innovations that allowed them to move vast distances–from China in the east to Ireland in the west. They also developed cultural institutions that enabled them to introduce their language to other communities, a lost tongue that has been partially reconstructed from its surviving daughter languages, including those of India and Iran, Europe and America. We will explore what is known or surmised about this ancient people and reasons for their remarkable success using several kinds of evidence–linguistic, literary, archaeological, ecological and genomic. Enrollment limited to 16 first-year students. (E) WI {H} {L}
*Craig R. Davis*
**Expected to be offered in the next 3 years**

### FYS 124 Writers and the Body: Health and Illness in African Diasporic Women's Literature

This seminar will explore representations of health and illness in writing by women of the African diaspora from the 19th century to the present. Our authors hail from Antigua, Bermuda, Canada, Guadeloupe, and the United States, and their interventions (ideological and geographical) engage an even broader territory. We will ask how women novelists, memoirists, poets, and playwrights (some of them health care professionals) challenge, support, influence, and/or respond to contemporary medical theories of health and illness. We will also make use of archival and digital resources at Smith. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 125 What is Contemporary Art?

It might seem that contemporary art is simply the art that is being made now. Yet a number of art historians and critics have proposed that after modernism and postmodernism, contemporary art as a distinct category began to emerge around 1989—and that it does not include everything being made now. This course will examine a range of contemporary practices and texts in order to try to discern what makes art contemporary and why this might be important, and to think about how current art is related to "the global contemporary," beyond the realm of art. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 127 Cuba and the U.S. Embargo

This course explores the conditions in Cuban society that led to the revolution in 1959, the evolution of revolutionary policy and performance after 1959, the turn in its relations with the United States and the Soviet Union over the decades, and the impact that these relations had on Cuban society. Students write three papers, each focusing on the dynamics of Cuban society and relations with the United States, covering three time periods: pre-1959, 1959–88 and 1989–present. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. WI Credits: 4
*Cornelia D.J. Pearsall*
**Expected to be offered in the next 3 years**

### FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Michelle Joffroy*
**Expected to be offered in the next 3 years**

### FYS 132 Girls Leaving Home

This course explores how literary writers from various times and places have addressed the topic of girls leaving home. What are the risks and benefits for young (usually single) women who leave a place of origin, temporarily or permanently, with or without families, to make new lives? What do they flee or seek? How do gender, race, ethnicity, sexuality, nationality, class complicate their stories? How is "home" understood or redefined in these narratives? Readings include Shakespeare's *As You Like It*, Austen's *Northanger Abbey*, and immigrant American narratives *Bread Givers, The Woman Warrior* and *Americanah*. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Ambreen Hai*
**Expected to be offered in the next 3 years**

### FYS 135 Unruly Women: Trailblazers, Gamechangers and Showrunners in the History of American Television

While the #TimesUp and #MeToo movements have recently brought the problems of sexism, misogyny and the lack of representation to the forefront, the U.S. television industry has long struggled with providing space to women on and behind the screen. Despite the attempts to connect them in the roles ascribed by patriarchal society, women have challenged norms and changed television at the same time. This course explores the history of American television to understand how unruly women transformed television by challenging hierarchies of power. Students will be responsible for screening content on a weekly basis. Enrollment limited to 16 first-year students. WI {A} Credits: 4
*Şebnem Baran*
**Expected to be offered in the next 3 years**

### FYS 137 Of Minds and Molecules: Philosophical Perspectives on Chemistry and Biochemistry

What is the "shape," "size," or "color" of a smell? We often use vision as a metaphor when describing our perceptions from our other senses, but does this limit what we perceive? How do the (often visual) models that chemists use, and the metaphors that are associated with those models, affect what chemists study? For example, what do we mean when we speak of molecular "switches" or "brakes"? How do the metaphors and the kinds of languages that chemists use differ from those used in the arts? Is chemistry a single discipline, sharing a common language? Is it even an autonomous discipline at all, or is it reducible to physics? We will explore these questions from a philosophical perspective, using examples drawn primarily from chemistry and biochemistry. The course is designed for first-year students who would like to explore current conceptual issues that challenge some of the common beliefs about science. Enrollment limited to 20 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 139 Encountering the Middle Ages

How was contemplative life during the Middle Ages? How did learning take place in universities and monasteries? In this course, students will read works of great medieval thinkers and react to them in writing, creating modern reflections and considerations. Inspired by the tenets of Benedictine rule, students will also re-enact and experience, in part, foundational elements of the Middle Ages, such as the hands-on care of an herb garden, public reading, bookbinding, and communal life. Classes will be taught at the Smith College Botanic Gardens, caring for our herb garden.(E) {L}{H}WI
*Marco Piana*
**Expected to be offered in the next 3 years**

### FYS 142 Reacting to the Past

In *Reacting* students learn by taking on roles in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations. Reacting roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas, and improves intellectual and academic skills. Enrollment limited to 24 first-year students. WI {H} Credits: 5
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 146 Can Women Have Adventures?

We will examine contemporary girls' adventures in novels and films. These fictions rework the classic patterns of "boys' books" to create heroic girls meant to inspire young female readers. We begin with two classic 19th-century boys' books to situate our readings of contemporary girls' adventures. We will focus on the structure of the girls' adventure landscape by creating maps and writing blog posts for each fiction asking questions such as: What significant boundaries do the fictions imagine? What gender and class ideas do they enforce? How do boy and girl heroes differ? What does a girl hero do? Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 147 Power Lunch: The Archaeology of Feasting

Throughout history, food and dining have formed some of the most fundamental expressions of cultural identity—in a very real sense, we are what we eat, and how we eat. This cross-cultural examination of the topic begins by exploring the various roles that feasting played in the world of the ancient Mediterranean, particularly the cultures of Greece and Rome. We then move through time to examine comparative material from contemporary societies. How does food define and create culture? In what ways does dining express or reinforce inequalities? These and other questions are tackled through the use of primary literature, anthropological studies, and archaeological material, along with hands-on approaches. Enrollment limited to 16 first-year students. (E) WI {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 150 Writing and Power in China

This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennia-long history of contemporary issues like censorship and writing reform. Finally, students work to make their own writing as powerful as possible. No knowledge of Chinese required. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Jessica D. Moyer*
**Expected to be offered in the next 3 years**

### FYS 151 Our Mill River

The Mill River flows through campus and connects the landscapes upstream and downstream of Smith. From its headwaters in Goshen, Mass., to its mouth where it joins the Connecticut River on the Northampton/Easthampton line, the Mill River defines a region of communities that are all here as a result of its waters. Students will gain important insight into Smith's context by exploring and reflecting on the natural and cultural landscape of the Mill River. Weekly field experiences are complemented by readings, map work, historical collections, a sampling of local delicacies, guest experts, and class discussions. This course is writing intensive and based in field experiences. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 152 Demons, Deities, and Despots: The Myths, Magic, and Madness of Islands

This course explores the island as a mythical blank space, a paradise, a no-man's land that encourages humankind's "primordial" impulses. We associate islands with adventure, wilderness, freedom, magic, dystopia and utopia. In the cultural imaginary, the island exists to be invented, discovered, and reinvented. We will consider a wide range of texts (and some films) from the isles of the *Odyssey* (home to seductive goddesses, a fairy-tale virgin princess, giant cannibals, and lotus addicts) to Prospero's magic kingdom, Swift's Lilliput, Peter Pan's Neverland, Golding's man-made dystopia (*Lord of the Flies*), Jean Rhys's Jamaica (*Wide Sargasso Sea*), and Jamaica Kincaid's Antigua (*A Small Place*). Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 154 The World of *Anna Karenina*

The FYS explores the social, cultural and political history of late imperial Russia through Leo Tolstoy's iconic novel *Anna Karenina*. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-year students. WI {H} Credits: 4
*Serguei Glebov*
**Expected to be offered in the next 3 years**

### FYS 155 Housing In/Justice and Tiny House Dreams

This First Year Seminar combines historical, theoretical, and material-cultural sources about housing in/justice in the United States, including the recent public popularity of tiny homes. We critically consider scholarly and popular cultural sources engaging the present, past, and (potential) future roles of small homes in America, with a special public writing focus on housing justice in western MA. We attend to cultural-historical trends in home size and location as a way to better understand race, class, disability, settler-colonialism, gender, age, sexuality, the urban, nature, sustainability, nation, health, debt, culture, and other analytics key to interdisciplinary college-level scholarship. Enrollment limited to 16 first-year students. WI {H} {S}
*Evangeline M. Heiliger*
**Expected to be offered in the next 3 years**

### FYS 156 Rebels, Refugees, Rakes and Eccentrics: Fantasies of German-ness in American Popular Culture

Although German immigrants faded as a distinct ethnic group in American society after World War I, American popular culture has consistently been fascinated with German-ness and all the strange and intriguing images it evokes. This course will explore the profound influence of German culture in the U.S. as well as the response of American popular culture to this influence in the 20th and 21st centuries. We will examine, among other things, various films, such as *The Big Lebowski, Blazing Saddles, Dr. Strangelove* and many others, as well as TV series such as *The Simpsons, The X-Files, Saturday Night Live* and more. Counts toward German studies major. Enrollment limited to 16 first-year students. WI {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 157 Syria Beyond the Headlines

Syria today is at the center of turmoil that is remaking the Middle East and challenging global security. Civil war, violent extremism, sectarian polarization and the globalization of terrorism have devastated the country, leading to mass population displacement and the most severe humanitarian crisis since WWII. By exploring the historical origins and the current trajectory of Syria's revolution in 2011 and its collapse into violent conflict, the seminar provides critical insight into the forces that are defining the future of Syria and the Middle East. Enrollment limited to 16 first-year students. WI {S} Credits: 4
*Steven Heydemann*
**Expected to be offered in the next 3 years**

### FYS 158 History of the American Present

Some have defined history as somewhat the present needs to know about the past. What do we need to know about the past today? In this course, students will work together to develop several historical questions to help us understand the present in the United States. Over the semester, we will attempt to answer these questions with readings and other materials that students will create along with the instructor. The course will contain a substantial public writing element. Enrollment limited to 16 first-year students. WI {H}
*Jordan Taylor*
**Expected to be offered in the next 3 years**

### FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel

We explore a wide range of literary scenarios that depict the collapse of civilization in the wake of plague-like disease and/or nuclear war. The motif of the post-Apocalyptic novel has become common, yet its roots go back as far (and further than) Jack London's *The Scarlet Plague* and Mary Shelley's *The Last Man*. In the works we will be examining, we witness the attempts of the few survivors of catastrophe to create a new world, or merely to live in a world in which the past casts a vast shadow over the present. The society that comes forth from these worlds can be anarchic, dystopic, utopian or a combination of these. Some works we explore include *Alas, Babylon; On the Beach; Riddley Walker; The Postman; A Canticle for Leibowitz; The Chrysalids; The Road* and others. Film adaptations are shown as part of the course. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

We use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman's adultery, and two that focus on a young man's ambition—Balzac, *Père Goriot;* Flaubert, *Madame Bovary;* Dostoevsky, *Crime and Punishment;* Tolstoy, *Anna Karenina* (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 163 Exploring Our National Parks

The story of our national parks is a long and complicated one, full of competing demands—between preservation and exploitation, the sacred and the profitable, the immediate desires of one generation and its obligation and promise to the next. This course will seek to explore these inherent tensions from a historical and contemporary perspective. Enrollment limited to 16 first-year students. WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 164 Pandemic & Popular Protest in the Middle Ages

This course explores popular protest in medieval Europe during the 14th century and examines how and why pandemic transformed these movements. Before 1350 protest movements typically coalesced around the idea that elites failed to fulfill their social function. In the wake of the Black Death the nature of these protests changed. Increasingly, they called for broad, systemic change and a wider reorganization of society. The course will pay particular attention to the Ciompi Revolt in Florence in 1378 and the 1381 uprising in England, which some historians have identified as the first proletariat revolt and the beginning of class consciousness. Enrollment limited to 16 first-year students. WI {H} Credits: 4

*Joshua Birk*

**Expected to be offered in the next 3 years**

### 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,* Zoë Wicomb's *You Can't Get Lost in Cape Town,* Ngũgĩ wa Thiongo'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. WI {L} Credits: 4

*Katwiwa Mule*

**Expected to be offered in the next 3 years**

### FYS 166 Mammalian Reproduction: A Female Perspective

This seminar explores the diversity of reproduction in mammals from genetics to environmental adaptations, but all from the perspective of female mammals. How does the female perspective change the way we think about reproduction? For instance, conception vs. fertilization; embryo rejection vs. miscarriage. We cover basic concepts as well as the biases and assumptions present in the study of mammalian reproduction. Enrollment limited to 16 first-year students. WI Credits: 4

*Virginia Hayssen*

**Expected to be offered in the next 3 years**

### 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. WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 168 Damaged Gods: Myth and Religion of the Vikings

A reading of poems and sagas about the Old Norse gods and their cults during the Viking Age (ca. 800–1100 CE) as these were preserved mainly in Icelandic manuscripts of the 13th century, but also in Arabic, Latin, Old High German and Anglo-Saxon texts and runic inscriptions. We explore the dark world-view and desperate religion of the Vikings from the creation of the world to the end of time, including relations between living and dead, male and female, animals and humans, gods and giants, Æsir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserks, shapeshifters and various kinds of human being. Enrollment limited to 16 first-year students. WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 170 #BlackLivesMatterEverywhere: Ethnographies & Theories on the African Diaspora

This course closely examines political, cultural, intellectual, and spiritual mobilizations for Black Lives on local, global and hemispheric levels. We will engage an array of materials ranging from literature, history, oral histories, folklore, dance, music, popular culture, social media, ethnography, and film/documentaries. By centering the political and intellectual labor of Black women and LGBTQ folks at the forefront of the movements for Black Lives, we unapologetically excavate how #BlackLivesMatterEverywhere has a long and rich genealogy in the African diaspora. Lastly, students will be immersed in Black queer feminist theorizations on diaspora, political movements, and the multiplicities of Blackness. Enrollment limited to 16 first-year students. WI {H} {S} Credits: 4

*Paul Joseph Lopez Oro*

**Expected to be offered in the next 3 years**

### FYS 171 The Science of Superheroes

Have you ever wondered how Superman can run faster than a train or how Wonder Woman's lasso can make its prey tell the truth? In this first-year seminar, we will investigate the biological basis for super human powers and abilities. Students will analyze a new superhero every week and learn about the relevant biology, embryology, evolution, chemistry, and physics that we would hypothesize to be associated with his/her super abilities. We will review a variety of materials from movies, comic books, textbooks, and research articles. Students will maintain a personal journal, generate several written pieces of diverse styles, use and analyze quantitative information, and become trained in effective scientific presentations. The final project will be the creation of a new superhero that is based on legitimate scientific theory and communicated for the secondary education audience. No prerequisites. Enrollment limited to 16 first-year students. (E) WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 172 (Dis)Obedient Daughters

How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother's love and approval? How is the problem compounded when the mother's culture is different from her first-generation-immigrant daughter's? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Donia Bijan, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 173 Domestic Workers Make History: Storytelling and Organizing

This course is an introduction to U.S. women's history with working-class immigrant women and women of color at the center. Domestic work – housekeeping and care work in private households – has historically been done by women of color and has been among the lowest paid, most vulnerable and exploited forms of labor. We will study histories of labor relations and conditions as well as resistance, collective action, and organizing among domestic workers. Since storytelling has been a main way that domestic workers have built their movement overtime, we will center domestic workers' stories of their own lives. Enrollment limited to 16. (E) WI {H} {S} Credits: 4

*Jennifer Mary Guglielmo*

**Expected to be offered in the next 3 years**

### FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first-year students. WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 175 Love Stories

Could a Jane Austen heroine ever marry a servant? What notions about class, decorum or identity dictate what seem to be choices of the heart? How are individual desires shaped or produced by social, historical and cultural forces, by dominant assumptions about race, class, gender or sexuality? How do dominant love stories both reflect these assumptions, and actively create or legislate the boundaries of what may be desired? How may nondominant (queer or interracial) love stories contest those boundaries, creating alternative narratives and possibilities? This course explores how notions of love, romance, marriage or sexual desire are structured by specific cultural and historical formations. We closely analyze literature and film from a range of locations: British, American and postcolonial. Required texts: Jane Austen's *Persuasion*, Shakespeare's *Romeo and Juliet,* Chimamanda Ngozi Adichie's *Americanah,* Shyam Selvadurai's *Funny Boy.* We also read some theoretical essays to provide conceptual tools for our analyses. This course can count towards the major in English, CLT or SWG. Enrollment limited to 16 first-year students. WI {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 176 Existentialism

The term "existentialism" refers to a nexus of 20th-century philosophical and literary explorations focused on themes including human freedom, responsibility, temporality, ambiguity, and mortality. Existentialists Simone de Beauvoir, Albert Camus, Martin Heidegger, and Jean-Paul Sartre oppose a longstanding philosophical view that human beings flourish by understanding themselves and the cosmos in rational terms. In addition to exploring assigned readings in depth, the seminar addresses broader questions: "Are there insights involving existentialist themes that literary works are in a distinctive position to convey?" "Is there an existentialist ethics?" and "Do existentialists' realizations about living well continue to have resonance today?". Enrollment limited to 16. WI {H} Credits: 4

*Susan Levin*

**Expected to be offered in the next 3 years**

### FYS 177 The Tranquil(ized) Fifties

In popular culture and some political discourse, the 1950s appear as a lost paradise of a decade, a time of peace and prosperity, a golden age from which American culture has fallen. Any serious examination of the period, though, reveals not the fact of tranquility so much as the act of tranquilizing as Cold War tensions roiled internationally and political and social unrest continually erupted in the domestic sphere. Studying selected works of art and literature from the 1950s, this course explores some key episodes of this dynamic of conflict and conformity. Enrollment limited to 16 first-year students. (E) WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 179 Rebellious Women

This seminar introduces students to the trailblazing women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. We use a variety of texts: *No Turning Back* by Estelle Freedman, primary sources from the archives and the SCMA, films, a walking tour and local events. The intention of this seminar is threefold: (1) to provide an overview of feminist ideas and action throughout American history, (2) to introduce students to primary documents and research methods, and (3) to encourage reflection and discussion on current gender issues. This course will primarily be taught remotely but will include some in person group work and visits to the archives. Enrollment limited to 16 first-year students. (E) WI {H} {S} Credits: 4

*Kelly P. Anderson*

**Expected to be offered in the next 3 years**

### FYS 181 Screening Shakespeare

This course focuses on plays by Shakespeare, and what people have made for the screen from his plays. We will read five of Shakespeare's plays. After reading and discussing each play, we will watch multiple screen works created from that play. We investigate the choices made by directors, adapters, actors, designers, and other artists involved. What matters to them about the source play? What doesn't? Do they approach Shakespeare with reverence? Do they admit to their source? How do politics, ideology, period, national or international film and television traditions, genre, and individual artistry change, uphold, or alchemize the original material? Enrollment limited to 16 first-year students. WI Credits: 4

*Daniel Elihu Kramer*

**Expected to be offered in the next 3 years**

### FYS 182 Fighting the Power: Black Protest and Politics Since 1970

This seminar examines the various forms of black "politics," broadly conceived, that emerged and developed in the wake of the modern civil rights movement

to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-year students. (E) WI {H} Credits: 4
*Samuel Galen Ng*
**Expected to be offered in the next 3 years**

### FYS 183 Geisha, Wise Mothers, and Working Women

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first-year students. WI Credits: 4
*Marnie S. Anderson*
**Expected to be offered in the next 3 years**

### FYS 184 Educating Women: A History and Sociology, at Home and Abroad

In the United States and abroad, in the past and today, the nature and scope of women's education are deeply connected to religious, economic, and social norms and beliefs. Why and how we educate women are interdisciplinary questions that draw in fascinating ways on issues of national identity and culture. In this seminar, we will explore the history and sociology of this subject, beginning in our own country, at the very start of America's public school system, and ending with a global perspective, considering the challenges of educating women in countries where female literacy is still deeply contested. Students will do in depth research in the Sophia Smith collection and college archives. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Examining Italian cinema from neorealism to today, this course investigates 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 study the Italian pinups of postwar cinema, the Latin lover 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, Sorrentino and Visconti. Conducted in English. Films with English subtitles. This course counts toward the film and media studies and Italian studies majors. Enrollment limited to 16 first-year students. WI {A} {L} Credits: 4
*Anna Botta*
**Expected to be offered in the next 3 years**

### FYS 186 Israel through Literature and Film

What was the role of Hebrew writers in constructing a nation's founding myths and interpreting and challenging its present realities? How do literature and film about Zionism and the State of Israel frame and interpret tensions between sacred and secular, exile and homeland; indigenous and colonial; language and identity; and the national conflict between Jews and Palestinians? All readings and screenings in English translation. Includes texts from differing historical periods, political perspectives, and languages. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Justin Daniel Cammy*
**Expected to be offered in the next 3 years**

### FYS 187 The Temptations of Knowledge

Would you sell your soul for knowledge? What fate would await you if you did? Since the 16th century, the story of Faust, the scholar-magician-charlatan who traded his soul to the Devil, has explored these questions anew, and over the centuries each retelling provides a window into the struggles and ambitions of its age, including our own. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 189 Data and Social Justice

Students will examine sociopolitical forces that impact the availability, structure, and governance of data regarding various social justice issues. Students will learn techniques for presenting data in ways that foreground the contexts of data production and remain accountable to diverse communities. Datasets about health equity, housing justice, environmental justice, and carceral justice will be studied, analyzed, and visualized. Students will identify institutions and stakeholders involved in data production, unpack the vested interests animating data semantics, consider what people and problems get erased in data structuring, and evaluate ethical tradeoffs that data scientists grapple with as they plan for data presentation. Limited to 16 first-year students. WI {S} Credits: 4
*Lindsay Poirier*
**Expected to be offered in the next 3 years**

### FYS 190 Borders, Identity, and Justice

Same as PHI 190. As the mobility of information, goods, capital, and people has increased worldwide, so has the backlash against migration. This seminar examines contemporary bordering principles and practices in and asks moral questions about citizenship, mobility, and identity. We will investigate principles of inclusion and exclusion and ask how borders define moral status. We will then investigate bordering practices through social theory, ethnography, human geography, and art. Should democratic societies adopt more open or closed policies toward immigration? How should nations conceive of the rights of climate refugees? Should territorial bordering practices be subject to international law and scrutiny? Enrollment limited to 16. WI {H} {S}
*Melissa Yates*
**Expected to be offered in the next 3 years**

### FYS 191 Pandemics in Fact and Fiction

This is a course that crosses the boundaries of genre as it moves from literature of pandemics to nonfiction prose about pandemics and, finally, to a section that involves COVID19—and a visit from a biologist who teaches Infectious disease. A final paper may be nonfiction narrative prose about experiences during the COVID19 pandemic. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Gillian Murray Kendall*
**Expected to be offered in the next 3 years**

### FYS 192 America in 1925

Readings, discussions and student projects explore the transformation of a "Victorian" America into a "modernist" one by focusing on forms of expression and sites of conflict in 1925—the year of Fitzgerald's *The Great Gatsby*, Bessie Smith's "St. Louis Blues," Alain Locke's *The New Negro* (the foundational text of the Harlem Renaissance), Chaplin's *The Gold Rush,* the Scopes evolution trial, and the emergence of powerful new ideas in the social sciences—to cite just a few examples. Enrollment limited to 16 first-year students. WI {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 193 Red Devil and Pink Ribbons: Representations and Refutations of Cancer

A cancer diagnosis immerses patients in specialized jargon, complex treatments, and contentious discourses. Pink Ribbons. Red Devil. "Fu*k Cancer." FOLFOX. The "good" cancer. "losing the battle." In this first-year seminar, we will interrogate cancer discourses, including common representations and refutations made by cancer patients and cancer experts. We will approach our topic by centering cancer patients, especially those who experience marginalization. Sources include essays, films, websites, brochures, letters, memoirs, art, fiction, journalism, plants, scientific data, and peer reviewed scholarship, and we will learn to strengthen our reading, writing, speaking, and research skills. Enrollment limited to 16 first-years. (E) WI {H} {S} Credits: 4

*Evangeline M. Heiliger*

**Expected to be offered in the next 3 years**

### FYS 195 Health and Wellness: Personal Perspectives

In this course, we explore health and wellness topics relevant to the student group. Students learn about a number of health-related topics and explore them from both academic and personal perspectives, using scientific information to inform and understand personal experiences with health issues. Information about health is everywhere, and we discuss how to evaluate the health information found in the media, including internet and print sources. Enrollment limited to 16 first-year students. WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 196 Language of Love: Courtship Communication Across the Animal Kingdom

Students will explore the different ways that animals chat with each other in hopes of finding and evaluating a potential mate, including moonwalking birds and singing mice. We will also discuss the hormones and brain circuits that enable animal "language" and perception, as well as communication for related behaviors (e.g. parental care). Throughout the course, we will discuss a variety of readings, including science articles and popular press pieces. In addition to understanding how animals communicate, students will also become effective science communicators, and learn the value and skills necessary to translate complex information for a broad audience. Enrollment limited to 16 first-years. (E) WI Credits: 4

*Daniel M Vahaba*

**Expected to be offered in the next 3 years**

### 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. WI Credits: 4

*Barbara A. Kellum*

**Expected to be offered in the next 3 years**

### FYS 198 The Coming Apocalypse

It's boom time for the End Times. Millennialists state with confidence that the world's final hour is approaching: the signs are everywhere, for those who know how to see them. Eschatological scenarios abound, ranging from climate change desolation and nuclear annihilation to alien invasions and zombie uprisings. Every ending also heralds a new beginning, though; every apocalypse gives way to a post-apocalypse. By focusing on apocalyptic and post-apocalyptic stories across a variety of media and genres, this course considers the significance of the human predilection for telling stories about the end of humanity. (E) WI {L} Credits: 4

*Torleif Persson*

**Expected to be offered in the next 3 years**

# French Studies

**Professors**
Eglal Doss-Quinby, Ph.D. *1
Martine Gantrel-Ford, Agrégée de l'Université, Docteur en Littérature Française *2
Jonathan Keith Gosnell, Ph.D. †1
Hélène Visentin, D.E.A., Docteur de l'Université
Dawn Fulton, Ph.D., Chair **2

**Associate Professor**
Mehammed A. Mack, Ph.D. *1

**Senior Lecturer**
Christiane Metral, M.A.

**Visiting Assistant Professor**
Maureen DeNino, M.A.
Mary Elizabeth Allen, Ph.D.

**Lecturer**
Carolyn Shread, Ph.D.

## Study Abroad in Paris or Geneva

**Advisers:** Paris: Martine Gantrel-Ford; Geneva: Christiane Métral

Majors in French studies who study in Paris or Geneva will normally meet certain major requirements during their experience abroad.

Smith Programs Abroad offers a variety of programs in Paris and Geneva, including general studies in the Arts and Sciences (Paris and Geneva); the Sciences in Paris program (Paris); Art and Architecture (Paris); and International Internship and International Relations (Geneva and by application at the Institut d'Etudes Politiques in Paris). Please see the Office for International Study's Smith Programs Abroad website for the most up-to-date program-specific requirements and eligibility details.

## The Major

**Advisers:** Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel-Ford, Jonathan Gosnell, Mehammed Mack, and Christiane Métra

**Requirements**
Ten 4-credit courses or the equivalent at the 200 level or above, including the following:

1. The basis for the French studies major: FRN 230;
2. One language course at the advanced level (270, 385, or equivalent taken abroad);
3. One course in French studies (FRN designation) on literature or culture before 1900;
4. Three additional 4-credit courses in French studies at the 300 level or higher, of which two must be taken in the senior year.

In consultation with their major adviser, a student may count toward the major up to two 4-credit courses taught in English provided they are related to French studies, and up to two 4-credit courses in fields unrelated to French studies provided they are taught in French.

Normally, one course counting toward the major may be taken for an S/U grade. In consultation with their adviser, a student may take additional S/U credits toward the major. Students considering graduate school in the humanities are encouraged to take WLT 300 *Literary Theory and Literary Practice: Conflicts and Consensus.*

## Honors

**Director:** Dawn Fulton

### FRN 430D Honors Project
Credits: 8

### FRN 431 Honors Project
Credits: 8

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

## Graduate

**Adviser:** Dawn Fulton

### FRN 580 Advanced Studies
Arranged in consultation with the department. Credits: 4

### FRN 580D Advanced Studies
This is a full-year course. Credits: 8

### FRN 590 Research and Thesis
Credits: 4–8

### FRN 590D Research and Thesis
This is a full-year course. Credits: 8

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 in all fields of knowledge. Unless otherwise indicated, all classes are conducted in French.

## Language Courses

### FRN 101 Accelerated Beginning French I
This elementary French course is designed to give students with no previous experience in French the opportunity to acquire the fundamentals of the French language and Francophone culture. It emphasizes communicative proficiency, the development of oral and listening skills, self-expression and cultural insights. Classroom activities incorporate authentic French material and are focused on acquiring competency in listening, speaking, reading and writing. Students must complete both 101 and 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 25. Credits: 5
*Members of the department*
**Normally offered each academic year**

### FRN 103 Accelerated Beginning French II

This second-semester French course allows students to acquire the basic elements of spoken and written French. They learn how to express themselves on a variety of topics and in everyday life situations as they connect to the Francophone world through authentic cultural material and multimedia activities. Students completing the course normally enter 220. Enrollment limited to 18. Prerequisite: 101. {F} Credits: 5
*Members of the department*
**Normally offered each spring**

### FRN 120 Intermediate French

An intermediate language course designed for students with two or three years of high school French. Its main objective is to develop cultural awareness and the ability to speak and write in French through exposure to a variety of media (literary texts, newspaper articles, ads, clips, films, videos). Students completing the course normally enter 220. Enrollment limited to 18. {F} Credits: 4
*Members of the department*
**Normally offered each fall**

### FRN 220 High Intermediate French

Review of communicative skills through writing and class discussion. Materials include two movies, a comic book and two novels. Prerequisite: three or four years of high school French; 103 or 120, or permission of the instructor. Students completing the course normally enter 230. Enrollment limited to 18. {F} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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 series, songs, video clips, internet resources, news reporting, televised versions of round-table discussions, intellectual exchanges and documentary reporting. Students learn how the French agree and disagree with one another, converse, argue and attempt to persuade each other. Interactive multimedia exercises, games, role playing, discussions and debates, presenting formal *exposés* and improving pronunciation. Prerequisite: 230, or permission of the instructor. Admission by permission only. {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### FRN 270 Language and Social Justice

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 local and global movements calling for social justice in France from the 18th century to the present day. Readings and discussions on topics such as religious (in)tolerance, freedom of expression, inclusive writing, voting rights, immigration, and opposition to racism. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### FRN 385 Advanced Studies in Language

Topics Course.

*Global French: The Language of Business and International Trade*
An overview of commercial and financial terminology against the backdrop of contemporary French business culture, using case studies, French television and newspapers, and the internet. Emphasis on essential technical vocabulary, reading and writing business documents, and oral communication in a business setting. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary, or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

# Intermediate Courses

### FRN 230 Colloquium in French Studies

Topics course. 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 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

*"Banlieue Lit"*
In this course, students study fiction, memoir, slam poetry, music videos and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the *banlieues* and *cités*. We examine the question of whether *banlieue* authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the *banlieues* nevertheless produce vibrant cultural expressions that beg the question: Is the *banlieue* a mere suburb of French cultural life, or more like one of its centers? {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

*Consumers, Culture and the French Department Store*
How have French stores and shopping practices evolved since the grand opening of *Le Bon Marché* in 1869? In what ways have megastores and e-commerce influenced French "culture"? This course examines representations of mass consumption in literature, the press, history, and analyses of French popular and bourgeois traditions, paying particular attention to the role of women in the transactions and development of culture. {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

*"Femmes révolutionnaires" Women and gender in 18th-century France*
What were women's aspirations and occupations, and what status did women hold in society during the century in which the "rights of man" were declared? This course examines texts by women and/or concerning women and gender composed during the age of Enlightenment in France, from the early 18th century to the days of the Revolution. Through study of several literary genres, artistic works, and modern film adaptations, students will become familiar with texts and history of 18th-century France, while being encouraged to draw parallels and contrasts between our period of study and the 21st century. (E) WI {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*French Calligraphies: Contemporary Chinese Women's Writing*
France is home to the largest overseas Chinese community in Western Europe. This course looks at how Francophone women writers and artists of Chinese origin critique and celebrate French culture in their work. Focusing on contemporary fiction, film and graphic art, we consider the role of canonical French literature during the Cultural Revolution, portrayals of Sinophone cultures in France and the relationship between language and stereotype. Through the lens of gendered and multigenerational immigration narratives, we also study such topics as translation, food, sexuality and exile. WI {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*From Royal Feasts to Family Dinners: France in the Mirror of Its Gastronomy*
What did nobles and peasants eat in the age of the Sun King? When did restaurants become fashionable in France and why do family dinners last so long? What's the meaning of "terroir" and what are today's trendy foods? Through a wide array of literary texts, documents, essays and films, students in

this course explore some of the most interesting aspects of how French eating rituals developed from medieval time to the present. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Paris, a Multilayered City*
An exploration of the cultural and urban development of Paris across time and in space with an emphasis on the 19th-21st 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, Modiano, Vargas, Gavalda. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Tahitian Letters: Island Paradise in the French Cultural Imagination*
"I thought I had been transported to the garden of Eden": the explorer Bougainville's 1771 description of the abundance and beauty of "Taïti" set the tone for two centuries of exoticism in French literature and art. This course will explore legacies of Enlightenment, colonialism, feminism, and postcolonialism through the shifting representations of this so-called island paradise. Readings include travel narratives, philosophical texts, poetry, and novels by Rousseau, Diderot, Josephine de Montbart, Charles Baudelaire, Pierre Loti, and Chantal Spitz. Works will be approached in historical context, drawing connections with visual culture, global developments, and contemporary debates. (E) {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Women Writers of Africa and the Caribbean*
An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

## FRN 250 Zooming With the French: Cross-Cultural Connections

Using webcam and video conferencing technology, students 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: 230 or higher, or permission of the instructor. Enrollment limited to 15.{F} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

## FRN 251 The French Media, Now and Then

Topics course. A broad overview of the different media and their histories in the French and Francophone world as well as an overview of French social, economic, political and cultural issues. Students acquire essential tools for media analysis: identifying political orientation, detecting bias, tracking controversies over time, putting quotes in context and identifying missing voices in the narrative. Students can expect to read the leading newspapers every week and grapple with events as they happen. Prerequisite: 230, or permission of the instructor.

*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,* and *Libération*. {F} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*French Islam and French Muslims*
Through a survey of the contemporary flashpoints in the debate surrounding the place of Islam in French society, this course maps out the field of politicians, activists, youth movements, imams, artists, musicians and other cultural actors who have defined the discourse on the issue. Can a European, rather than a Middle-eastern Islam emerge in France? With an emphasis on new media, students analyze a wide variety of documents including journalistic articles and blogs, music videos, films, legal texts, political pamphlets, slam poetry, rap songs, as well as photo and video art. {F} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## FRN 252 French Cinema

Topics course. An introduction to the study of French and Francophone film. Readings in film criticism. Course taught in French. Prerequisite: 230, or permission of the instructor. Course may be repeated for credit with a different topic.

*Cities of Light: Urban Spaces in Francophone Film*
From Paris to Fort-de-France, Montreal to Dakar, we study how various film-makers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for "insiders" and "outsiders"? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. {A} {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Paris on Screen*
Starting with the French New Wave, we look at how French filmmakers have depicted the City of Lights in the last sixty years and how their films have influenced the way in which the rest of the world imagines what life in Paris is or ought to be. Films by directors such as Godard, Varda, Sautet, Rohmer, Jeunet, Denis, Honoré and Klapisch. {A} {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## FRN 253 The Lady, the Knight, the King

An introduction to the main cultural and literary currents that shaped Medieval France, a period whose values and concept of "literature" were dramatically different from our own. We focus on the rise of courtliness and the invention of romantic love, the legend of King Arthur and the transmission of Celtic themes, adultery and madness, magic and the chivalric quest, and the ribald humour of the *fabliaux*. Readings include *The Romance of the Rose* by Guillaume de Lorris, *Tristan and Yseut,* Marie de France's *Lanval,* Chrétien de Troyes' *Yvain*, *troubadour* and *trouvère lyric*, and selected *fabliaux*. Prerequisite: 230. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

## FRN 262 After Algeria: Revolution, Republic and Race in 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.

Through a variety of perspectives and readings, we explore a post-Algerian French society that appears to be permanently marked by its Algerian experience. 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? Prerequisite: 230, or permission of the instructor. {F} {L} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 272 *J'accuse!* French Intellectuals as Activists

Why can some writers be called intellectuals? What is an intellectual? Why are French intellectuals unique? This course studies the emergence of political activism and the figure of the French *"intellectual engagé"* through readings from key social and historical moments and from a variety of genres. We trace how public debates on highly controversial topics such as intolerance, fanaticism, the death penalty, feminism, racism and the role of media have influenced intellectuals to become committed to transforming French politics and society. Texts include writings by Molière, Voltaire, Hugo, Zola, Sartre, Beauvoir, Halimi, Bourdieu and others. Prerequisite: 230, or permission of the instructor. {F} {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### FRN 282 Topics in 19th- and 20th-Century French Studies

Topics course.

*From the Personal to the Political: Stories about Moral Dilemmas*
This course is about dilemmas, i.e. moments in life when one has to choose between two valid but mutually exclusive options. It explores how major writers of the 19th and 20th centuries have used moral conflicts in their works to confront what they saw as the most pressing social, political or personal issues of their times. One novel (excerpts), one autofiction, one theater play and one film script provide us with four different, yet complementary venues for examining and debating the moral implications of dilemmas. Works by Balzac, Hugo, Camus and Duras. Prerequisite: one course above FRN 230. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### FRN 286 Invisible Minority: Chinese Culture in France

A reference to the French phrase 'minorité visible,' this course's title highlights the recurrent critique from East Asians in France that theirs is a forgotten minority group. To understand this critique, we trace the history of exoticized representations of Chinese culture in France from the 17th century to the present. We then turn to recent literary works by Chinese diasporic writers to consider how they represent their native cultures for a French audience amidst China's shift in status on the global stage. Finally, we examine images of Asian culture in contemporary French media and popular culture. WI {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### FRN 288 Immigration and Sexuality in France and Europe

This course functions as a French discussion course offered in conjunction with SWG 288. Students attend all sessions of SWG 288 and meet one additional hour per week to discuss the assigned texts, which they will read in the original French. Papers and assignments must also be written in French. Prerequisites: One course at or above FRN 250. French heritage speakers should contact the instructor. Co-registration with SWG 288 required. Enrollment limited to 35. {F} {H} {S} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 295 French Translation in Practice

Practicum in French; must be taken concurrently with WLT 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: two courses above 230, or permission of the instructor. This course does not count as preparation for the Smith Programs Abroad in Paris and Geneva. {F} {L} Credits: 2
*Members of the department*
**Normally offered each spring**

### FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/SPN/POR 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 16. (E) {F} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

## Advanced Courses in French Studies

Prerequisite: two courses in French studies above 230 or permission of the instructor. Course numbers reflect chronological periods and not the level of difficulty.

### FRN 320 Women Defamed, Women Defended

What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Readings include the love letters of Héloïse, the *lais* and fables of Marie de France, the songs of the *trobairitz* and women *trouvères*, and the writings of Christine de Pizan. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 340 Topics in 17th- and 18th-Century Literature

Topics course.

*Encountering Others in Ancien Régime France*
How was France's cultural and political identity shaped by its encounters with the Other as it expanded trade and its conquest of foreign political and cultural powers such as the Ottoman empire and the newly discovered nations of the Americas, Africa and Tahiti? How did the concept of the foreigner evolve as confrontations with other nations, other religions, other ethnicities put into question France's conception of its own society and culture? We examine a range of texts (treatises, pamphlets, novels, theatre, *ballet héroïque*) in which

"otherness" and foreignness is explored. Readings from Montaigne, Molière, Montesquieu, Graffigny, Voltaire, Diderot, Gouges, Duras and Condorcet. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*"Family Values" in the Enlightenment*
Pre-marital sex, adultery, divorce, birth control, cross-dressing, women's education, women's right to political representation—these controversial gender issues were at the core of debates over women's changing legal, social and cultural status, and of their role in the family in 18th-century France. We will examine women's changing role as represented in the fiction and philosophical texts of the French Enlightenment. Readings from l'Abbé Prévost, Françoise de Graffigny, Diderot, Rousseau, Isabelle de Charrière, Laclos, Olympe de Gouges, the Chevalier d'Éon, the Encyclopédie, and some legal documents and treatises. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Social Networking in Early Modern France–A Digital Humanities Approach*
How did social networks connect people who shared common interests and activities in early modern France? How did good taste, *galanterie* and wit, still crucial to French identity and sociability today, take root? In this course, students will examine the social practices, spaces and networks that defined French society, politically and culturally, from the height of the *Ancien Régime* up to the French Revolution. Students will also be exposed to digital humanities methods and theories, combining the study and praxis of these approaches, in order to reflect on how their use of digital tools and "virtual" teamwork change the ways in which they produce, share and disseminate knowledge. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 343 Cultural Wars at the Theater

What effects does theater have on its audience and society at large? Does it corrupt the public and society, as J.-J. Rousseau argued, or on the contrary, can it morally reform its audience and society, as Diderot believed? The debate about the moral and political uses and misuses of theater animated the public, the *philosophes* and their critics, as well as the state, from the mid-17th century until the *Révolution*, and on to today. We will study the way authors, critics and the theater itself responded to the debate, from the classical drama of Racine and Molière, to the street theater of the Paris fairs and the influence of the *Comédie italienne*, from the new genres of the *drame bourgeois* to the liberation of the theater during the Revolution, and in the 20th and 21st centuries from the uses of theatre to resist the German occupation during WWII to the recent debate about the censoring of a new staging of Voltaire's *Le Fanatisme*, ou *Mahomet le Prophète*, and the contemporary theatre of Ariane Mnouchkine which aims to raise the political consciousness of an audience to the crisis of global migration today. There will be a number of film screenings.{F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 363 Crossing the Divide: Love, Ambition, and the Exploration of Social Difference

This course examines famous 19th-century novels where love is used as a narrative and thematic device to explore the meaning and relevance of social difference and mobility. Authors such as Bernardin de Saint-Pierre, Stendhal, George Sand, Lamartine and Alexandre Dumas, fils. Readings in relevant historical and cultural topics. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 365 Francophone Literature and Culture

Topics course.

*Food, Hunger, Memory: Literature of the Caribbean*
Food and its absence are persistent themes in Caribbean literature. Cooking and culinary practices serve as a means of preserving cultural identities, yet can also reinforce colonial visions of the Caribbean as an exoticized space. Hunger figures as an indictment of that colonial history and of contemporary global inequities. Through studies of folk tales, short stories, poetry and novels, this course offers an introduction to the literature and major theoretical movements of Guadeloupe, Martinique and Haiti, with a focus on how cultural memory is inscribed in metaphors of consumption. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*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 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
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 370 Staging Mythology

Why is theater the most suitable genre to adapt classical mythology? How do major French playwrights from the Renaissance to the 21st century recreate mythological figures such as Œdipus, Antigone, Amphitryon, Iphigenia and Andromeda? To what extent do myths on stage reveal the beliefs, fears and ways of thinking of a particular time? In this course, we will seek to understand the relationship between classical mythology and theater by examining how ancient myths renewed themselves on stage over time. We will also consider the process of generating new myths for the modern time. Authors include Rotrou, Corneille, Molière, Racine, Anouilh, Giraudoux, Huston and Vinaver. {A} {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 372 Literature and the News: Writing France in the Age of Print Capitalism

In 19th-century France, the emerging periodical press lay at the epicenter of public and cultural life. This course will explore the press from a number of perspectives: the technological breakthroughs and social upheavals that spurred its growth, the major figures and seminal publications that marked its evolution, the debates and scandals sparked by its rise, and the changing roles of *hommes and femmes de presse.* Readings include articles from major newspapers and magazines, contemporary literary and cultural criticism, and selections from "novels of journalism" by Balzac and Maupassant. Class will introduce students to research in online databases of digitized newspapers. (E) {F}{H}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 380 Topics in French Cultural Studies

Topics course.

*Immigration and Sexuality*
This course explains how gender and sexuality have been politicized in immigration debates in France, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs,

psychoanalytical literature, activist statements, sociological studies, feature films, fashion, performance art, blogs and news reports. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black and brown bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. {F} {L} {S}Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*France in America*
What is *l'Amérique française?* What is the nature of the French-American relationship, historically and today? During recent Franco-American culture wars, France and the United States seemed to be polar opposites. Yet at one time, people in New England and Louisiana spoke French, lived and laughed in French, cried and died in French. Must French now be translated in America? Through what cultural mechanisms is Frenchness expressed by Americans? In what language(s) does one write French America today? We will answer such questions in our exploration of the French experience of North America from the 16th to the 21st century. {F} {L} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*French Travel Writing and Self-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 various 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} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 392 Topics in Culture
Topics course.

*Stereotypes in French Cinema*
In this seminar, we examine how stereotypes have been used in French cinema to reinforce, examine, and/or question assumptions about the world we live in. We ask ourselves what stereotypes are, what relationships they entertain with artistic and especially cinematographic representations, and what conversations, if any, they help promote. Films by Renoir, Tati, Buñuel, Chabrol and Ozon among others. Weekly or biweekly film showings. Readings in film criticism and relevant fields. Enrollment limited to 12. Priority given to French studies majors. Prerequisite: one course at the 300-level, or permission of the instructor. {A} {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered each academic year**

# Cross-Listed and Recommended Courses

### TSX 330 Capstone Seminar in Translation Studies
Same as WLT 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser 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 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 are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in World Literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### WLT 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 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
*Members of the department*
**Normally offered each spring**

### WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We consider how such writers as Ngũgĩ wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 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, Bakhtin, Gramsci, Bhabba, 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
*Members of the department*
**Normally offered each fall**

# Geosciences

**Professors**
Sara B. Pruss, Ph.D.
Bosiljka Glumac, Ph.D.
Amy Larson Rhodes, Ph.D., Chair

**Associate Professors**
John Loveless, Ph.D.

**Assistant Professors**
Sarah Mazza, Ph.D. **2
Greg de Wet, Ph.D.

**Lecturer**
Lewis Ward, Ph.D.

## The Major

**Advisers:** For the class of 2022, Jack Loveless; for the class of 2023, Amy Rhodes; for the class of 2024, Sarah Mazza; for the class of 2025, Greg de Wet

**Adviser for Study Abroad:** Sarah Mazza, 2021–22

**Basis:** 101 and 102, or 108, 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 (30 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

- Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
- One ecology course with the lab: Biodiversity, Ecology and Conservation and Lab (BIO 130, 131), 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).
- One environmental policy or social science course that relates environmental processes to societal issues, as approved by the major advisor. Courses could be selected from the areas of anthropology, economics, environmental science and policy, landscape studies, government, or sociology, for example. Many environmentally-oriented policy and social science courses have prerequisites that require advanced planning.
- 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. Aqueous Geochemistry (GEO 301) counts either for the chemistry requirement or this elective requirement.

### Educational Geoscience Track

- Three education courses such as : *Introduction to the Learning Sciences (EDC 238), , 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 additional courses, and should consult with a faculty member of the Department of Education and Child Study.)

Smith courses that satisfy the advanced-level course requirement include: Any 300-level geoscience course, Ecohydrology (EGR 315), Geotechnical Engineering (EGR 340), Seminar: Contaminants in Aquatic Systems (EGR 314), Seminar: Atmospheric Processes (EGR 312) and Advanced work or Special Problems in Geology (GEO 400). Appropriate courses taken at other institutions also may qualify, as does a 4- to 6-credit geology field camp.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

## The Minor

**Advisers:** Same as for the major

Unlike the major where some courses outside the department can be counted towards the major, all courses counting towards the minor must come from the geosciences.

Students contemplating a minor in geosciences should see a departmental adviser as early as possible to develop a minor course program.

**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

**Director:** Jack Loveless, 2021-22

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
**Normally offered each academic year**

#### GEO 432D Honors Project
Credits: 6
**Normally offered each academic year**

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, or it may be a spring semester course with a field trip during interterm, spring break or during the following summer, such as recent courses in Death Valley, The Bahamas, Iceland and Greece.

Students contemplating a major in geosciences should elect 101 and 102, or 108, or any other 100-level course with 102, 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

This course evaluates the geological phenomena that shape the Earth, providing a unifying explanation for the causes of earthquakes, volcanic eruptions, and the life cycles of mountains. From the rock cycle to the water cycle, this course discusses how physical processes such as glaciers and rivers can shape the world. Textures and minerals in rocks reveal different Earth processes, environments and climates throughout geologic time. Connected to the evolution of our planet is the evolution of life, where this course explores the origin of life and patterns of evolution and extinction. Students planning to major in geosciences should also take GEO 102 concurrently. {N} Credits: 4

*Members of the department*

**Normally offered each fall**

### 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 geology through weekly trips and associated assignments during which we examine evidence for volcanoes, dinosaurs, glaciers, rifting continents and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 Geology in the Field are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Enrollment limited to 17, with preference to students who are enrolled concurrently in GEO 101 or who have already taken a Geoscience course. {N} Credits: 2

*Members of the department*

**Normally offered each fall**

### GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future

This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have? {N} Credits: 4

*Members of the department*

**Normally offered each academic year**

### 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

*Members of the department*

**Expected to be offered in the next 3 years**

### 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

*Members of the department*

**Normally offered each spring**

### 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. (E) WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### GEO 112 Archaeological Geology of Rock Art and Stone Artifacts

Same as ARC 112. What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course explore this and other questions by applying geological approaches and techniques in studying various examples or rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science include background topics of mineral and rock formation, weathering processes and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### GEO 150 Mapping our World: An Introduction to Geographic Information Systems

Same as ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS — the industry standard GIS software — and online mapping platforms, and carry out semester-long projects in partnership with local conservation organizations. Enrollment limited to 20. {N} Credits: 4

*Members of the department*

**Normally offered each fall**

### 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 see minerals in the field. 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

*Members of the department*

**Normally offered each fall**

### 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 sections. Weekend field trips to Cape Ann and Vermont are an important part of the course. Recommended: CHM 111 or equivalent. Prerequisite: 221 or permission from the instructor. {N} Credits: 5
*Members of the department*
**Normally offered each spring**

### GEO 223 Geology of Active Volcanoes

A field-based course to examine volcanic materials and processes at locations with active volcanoes, such as Hawaii, Costa Rica, Iceland, and Italy. Eruptive styles and cycles, magmatic evolution, lava fountains, flows, lakes, and tubes, normal faulting, crater formation, landscape development and destruction are among the topics to be considered. Participants must be physically fit and prepared for considerable hiking in rough terrain. Each student will complete a field report on a geologic site at the chosen field location for the class. Prerequisites: completion of an introductory level geology course and permission of the instructor. Enrollment limited to 14. (E) {N} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### GEO 231 Invertebrate Paleontology and the History of Life

A study of the major evolutionary events in the history of life, with a special focus on marine invertebrates. Special topics include evolution, functional adaptations, paleoenvironments, the origin of life, mass extinction and origination, and how life has changed through time. Prerequisite: 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. {N} Credits: 5
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each fall**

### GEO 241 Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, methods of analysis and relationship to plate tectonics. 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. Enrollment limit of 20. {N} Credits: 5
*Members of the department*
**Normally offered each spring**

### 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 involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108 or FYS 103. {N} Credits: 5
*Members of the department*
**Normally offered each spring**

### 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 108 or CHM 111. {N} Credits: 5
*Members of the department*
**Normally offered each spring**

### GEO 302 Field Studies of the Desert Southwest

This field-oriented course examines the diverse stratigraphic record of mass extinction and Snowball Earth as well as structural complexities preserved in Death Valley and adjacent areas. A required week-long field trip takes place in January followed by a semester-long course in the spring semester. Field analyses include measuring stratigraphic sections and field mapping. Prerequisites: GEO 231 or GEO 232 or GEO 241 and get permission of the instructor. Enrollment limit of 10 students. {N} Credits: 5
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Expected to be offered in the next 3 years**

### GEO 341 Advanced Studies in Geobiology

This seminar course will examine the record of life with an approach from a geobiological perspective. We will examine the interactions between life and the environment from the early Earth through to the Modern. We will explore microbial metabolisms, isotopic systems, and their interrelated nature from the Proterozoic to the Recent. We will read recent peer-reviewed papers from the literature to inform our class discussions, and students will present material in class. Prerequisites: students must have taken the basis for the Geosciences major and an appropriate 200-level class (GEO 221 or 231). Biology majors could be admitted with permission of the instructor. Enrollment limit of 15. {H} {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GEO 361 Tectonics
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 uniting 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
*Members of the department*
**Normally offered each fall**

### 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: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### GEO 430D Honors Project
Credits: 4
*Members of the department*
**Normally offered each academic year**

### GEO 432D Honors Project
Credits: 6
*Members of the department*
**Normally offered each academic year**

# Cross-Listed Courses

### AST 214 Astronomy and Public Policy
This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course we will develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### EGR 315 Seminar: 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 introduces students to the Pioneer Valley, the cloud forests of Costa Rica, and African savannas. Prerequisites: MTH 112 and MTH/SDS 220. Enrollment limited to 12. Credits: 4
*Members of the department*
**Normally offered each academic year**

### EGR 340 Seminar: 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 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 limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

For additional offerings, see Five College Course Offerings by Five College Faculty.

# German Studies

**Associate Professor**
**Joel P. Westerdale, Ph.D., Chair**

**Senior Lecturer**
**Judith Keyler-Mayer, Ph.D.**1**

**Lecturer**
**Sandra Digruber, Ph.D.**

## The Major

**Advisers:** Joel Westerdale, Judith Keyler-Mayer

**Requirements:** Ten courses (or 40 credits) beyond the basis (GER 110Y)

**Required Courses:** GER 161 or 189, GER 250 or 260, GER 300, GER 350, GER 360 or GER 369

**Electives:** Five further courses, of which at least two must be in German.

**Period Requirements:** Students, in consultation with their departmental adviser(s) must select a combination of courses that covers a wide array of literary and/or cultural periods, from the early modern period to the present.

Courses taken during the Study Abroad Program in Hamburg that are not listed in the Smith catalog will be numbered differently and 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 major, with prior departmental approval.

## The Minor

**Advisers:** Joel Westerdale, Judith Keyler-Mayer

**Requirements:** Six courses (or 24 credits) beyond the basis (GER 110Y) of which no more than two may be in English. Three of the six courses are required: GER 161 or 189, GER 250 or 260, and GER 350 or GER 360 or GER 369.

Courses taken during the Study Abroad Program in Hamburg that are not listed in the Smith catalog will be numbered differently and 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
**Normally offered each fall**

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

**Placement and Preparation:**
Students who plan to major in German Studies or who wish to spend a semester or a year abroad 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 GER 110Y or GER 200.

**Advisers for Study Abroad:** Joel Westerdale, Judith Keyler-Mayer

## A. German Language, Literature, and Culture

GER 110Y 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 peoples 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 are able to read short, edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each fall**

### 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 specific for academic fields; weekly writing and oral assignments. Students who successfully complete GER 250 are eligible for the Study Abroad Program in Hamburg. Prerequisite: 200, permission of the instructor or by placement. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GER 260 German All Over Campus
This course emphasizes a "hands on" approach to language acquisition. It will be conducted at various academic locations around campus in collaboration with colleagues of the respective departments and facilities. (Physics, Astronomy, Chemistry, Biology, Studio Art, Landscape Studies, Museum, etc.). Students will engage in experiments and other activities at these various locations through

which they will learn to express themselves in written and oral German in a variety of disciplines and situations. The practical activities will be accompanied by new grammar topics appropriate for an advanced intermediate course as well as literary and journalistic texts that complement the topics. Prerequisite: GER 200 or placement. Enrollment limit of 18. (E) {F} Credits: 4
*Members of the department*
**Normally offered each spring**

## GER 300 Topics in German Culture and Society

Topics course.

*Heimat—What is home?*
This course investigates the concept of 'Heimat' ('home') and its significance for individual people as well as for German culture and politics. This upper-level language course will look at the meanings of this concept and how they have changed over time. Through different genres and media this course will explore significant vocabulary and grammatical concepts in the context of the concept of Heimat. This includes films (Grün ist die Heide, Willkommen bei den Hartmanns) as well as articles from newspapers and magazines, and excerpts from selected literature. Prerequisite: GER 250 or GER 260, or by permission of the instructor. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Kino der Moderne*
Drawing on archival documents, contemporary accounts, and other primary sources in German, this course explores the films and culture of Germany's Weimar Republic (1919–1933). Through analysis of key feature films like *The Cabinet of Dr. Caligari, Mädchen in Uniform, M,* and *The Blue Angel,* we investigate national identity and transnational perceptions, the traumas of war and economic precarity, and the rise of the New Woman, all in light of developments in cinematic styles and film technology and their reception. Assignments require application of new vocabulary and grammar in the service of film-, text-, and historical analysis. Prerequisite: GER 250 or 260, by placement or by permission of the instructor. (E) {A} {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Growing Up in German-Speaking Europe*
The objective of this course is to develop students' ability to express thoughts on more abstract and serious topics in German language by probing the discourse on the role of children and young people in German, Austrian and Swiss culture from the 18th century to the present. This is an upper-level language course conducted within a cultural-historical framework. Therefore, a vital component will be the acquisition of suitable vocabulary and advanced-grammatical structures. We will study the rhetoric of education and family politics, and discuss pedagogical ideas and concepts put forth by famous writers like Kästner, Thoma, Janosch and Ende, and will look at examples from film, art, music, and popular culture. Prerequisite: GER 250 or GER 260, or by permission of the instructor. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*German Songs, Language and History*
Music has always been an integral part of German culture, most famously in operas and symphonies. But songs are the most original and common expression of the time in which they were written and performed. This is an upper-level language course that will look at songs within a cultural-historical framework. The objective is to develop students' ability to express thoughts on more abstract and complex topics in German language by probing the symbiosis of music and text in Germany from the Middle Ages to the present. The students will learn and analyze a wide variety of songs and perhaps perform some of them. Prerequisite: GER 250 or GER 260, or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Flights of Fantasy, Fits of Madness*
An introduction to the study of German literature and film, designed to develop skills in oral expression and the fundamentals of literary and film analysis. In this course we will closely read works both entertaining and startling that deal with the mysteries of the human mind and with journeys experienced or imagined. Works by the Brothers Grimm, Hoffmann, Kafka, Freud and others will provide the basis for discussions. Prerequisite: GER 250 or GER 260, or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*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 filmic interventions into the legacy of Nazism. Conducted in German. Prerequisite: GER 250 or GER 260, or permission of the instructor. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## GER 350 Seminar: Language and the German Media

A study of language, culture and politics in the German-language media; supplemental materials 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: GER 300, or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered each fall**

## GER 360 Seminar: 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. Normally offered each spring.

*The Many Faces of Goethe's* Faust
Writer, scientist, statesman, celebrity. Johann Wolfgang von Goethe (1749–1832) spent 60 years channeling his cultural and scientific knowledge, his worldly experiences, and his immense literary talent into one of the great works of world literature: *Faust*. This seminar explores the diverse facets of this celebrated work through close analysis of the German text combined with research projects driven by individual student interests. Topics have ranged from birth control and witchcraft to Newtonian optics, subversive verse forms, land reclamation, and the philosophy of time. Students are encouraged to bring their own interests and expertise into dialogue with one of the great minds and great texts of the modern era. Readings and discussions primarily in German. Prerequisites: GER 300 or permission of instructor. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Evil and the German Imaginary*
For some, German culture had a shadowy international profile even before the Nazis came to power. This seminar examines the works of the imagination that contributed to this dark image, including the Faust legend, the works of horror once called "German tales," and the haunted screen of Weimar cinema. We will also consider the transformed understanding of such works in the aftermath of the Holocaust. Literary works from Goethe, Kafka, Thomas Mann, Edgar Allen Poe, and Guy de Maupassant; theoretical writings from Nietzsche, Freud, Adorno; films from Wiene, Murnau, Spielberg. Conducted in German. Prerequisite: GER 300 (or above); or permission of instructor. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GER 400 Special Studies

Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# B. Courses in English

### GER 161 The Cultures of German-Speaking Europe

This course provides curious students with a practical guide to the cultures of German-speaking Europe from Teutonic barbarians to Teutonic rap. This course focuses on 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. Class discussions and practice sessions emphasize the application of this knowledge to today's world. No previous knowledge of German culture or language required. Conducted in English. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GER 189 Thinking Transnationally: European Culture Across Borders

Same as ITL 189. This series of interdepartmental lectures by a selection of Smith faculty examines the myth of cultural homogeneity perpetuated by the ideal of "native" linguistic competency. These lectures explore hybridity and interaction between cultures and languages as the rule, not the exception. The goal is to help students comprehend the transnational, multilingual web into which we are woven, and to appreciate how they contribute to that web, to appreciate their own position as transnational subjects. By adopting a transnational perspective, students learn to question the primacy of the "native," whether as non-native speakers in the US or as language-learners looking abroad. Graded S/U only. (E) {H} {L} Credits: 2
*Members of the department*
**Normally offered each academic year**

### GER 231 Topics in German Cinema

Topics course. Normally offered each spring.

*Weimar Cinema*
During the brief period between the fall of the Kaiser and the rise of the Nazis, Germany was a hotbed of artistic and intellectual innovation, giving rise to an internationally celebrated film industry. With an eye to industrial, political, and cultural forces, this course explores the aesthetic experience of modernity and modernization through formal, narrative, and stylistic analyses of feature films from the "Golden Age" of German cinema. Films by Wiene, Lange, Murnau, Pabst, Ruttmann, Sternberg, Sagan and Riefenstahl. Conducted in English. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Nazi Media*
Explore and examine the Third Reich's media dictatorship: how mass media can serve a totalitarian regime through manipulative fantasies of cultural renewal; how seemingly harmless entertainment can promote a politics of fear and racism to horrific ends; how spectacle and distractions can engineer popular consent. Discussion of radio, print, and fine arts, motivated by close examination of Nazi feature films. Students are encouraged to examine our current media landscape in light of the course material. No prerequisites. Conducted in English. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GER 271 Imagining Evil

Same as ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GER 369 Transnational Encounters.

Topics Course. Same as ITL 369. Normally offered each academic year

*Remapping the Histories of German and Italian Cinemas from a Transnational Perspective*
The transnational perspective allows us to rewrite the vertical histories of national cinemas across borders and times by looking at those histories as enmeshed within the transversal network of the films' international reception and adaptation. In which ways do contemporary Chinese or Iranian neorealist-inspired films make us revisit neorealism? How can cinema open a window on a country's history while appealing to international audiences? The course will focus on key historical moments such as the post-WWII reconstruction, representations of the Holocaust, urban transformations, the "Years of Lead" / "German Autumn," immigration, and the climate crisis. Conducted in English. This course can be taken to fulfill GER, ITL, FMS, and WLT major requirements. {A} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

# C. Courses Offered on the Study Abroad Program in Hamburg

### 262 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
*Kathrin Bruechner, Gunnar Zimmermann*
**Offered Fall 2021 and Spring 2022; for four weeks on the Smith Program Abroad 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 2021 on the Smith Program Abroad 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 are by German authors from different periods, but occasionally include other texts as well. 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. {A}{L} {F} Credits: 4
*Jutta Gutzeit*
Offered Fall 2021 on the Smith Program Abroad in Hamburg

### 290 Language on Location I: Current Topics, Recurrent Issues

Building on work done in the orientation program, this course refines written and oral skills by examining everyday and academic challenges along with current topics in German media. Emphasis in class is on building practical vocabulary and mastering grammatical structures (corresponding to CEF level B1). Prerequisite: by placement. {F} Credits: 4
*Kathrin Beletti Mata*
Offered Fall 2021 on the Smith Program Abroad in Hamburg

### 298 Language on Location II: Culture, Society, Environment

This course builds on the written and oral skills covered in 290 or the spring orientation program by exploring current cultural and social issues in Germany, particularly contemporary approaches to environmental issues. Emphasis in class is on grammatical structures (corresponding to CEF level B2) and expanding vocabulary, and includes a general introduction to German academic writing. Prerequisite: 290 or by placement. {F} Credits: 4
*Kathrin Beletti Mata*
Offered Spring 2022 on the Smith Program Abroad in Hamburg

### 310 The Academy and the Environment

The objective of this course is to improve written and oral skills, building on work done during the orientation program or in the fall semester. Students learn to employ complex grammatical structures (corresponding to CEF level C1) and expand their vocabulary while investigating current social and cultural issues. Emphasis is on academic challenges, such as composing a German term paper (*Hausarbeit*), and environmental challenges as discussed in German media. Prepares students for (optional) TestDaF exam. Prerequisite: by placement. {F}Credits: 4
*Kathrin Beletti Mata*
Offered Fall 2021, and Spring 2022 on the Smith Program Abroad in Hamburg

### 320 Germany Since 1945: Politics, Society and Culture in the Two German States and in Reunified Germany

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, the reunification of Germany in 1990 and the development since then. Historical analysis, screening of films. Prerequisite: 270, or permission of the instructor. Limited to students enrolled in the study abroad program. {H}{F} Credits: 4
*Rainer Nicolaysen*
Offered Spring 2022 on the Smith Program Abroad in Hamburg

# D. Cross-Listed Courses

### WLT 218 Holocaust Literature

What is a Holocaust story? How does literature written in extremis in ghettos, death camps, or in hiding differ from 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 genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums), and critical theories of representation. All readings in translation. No prerequisites. {H} {L} Credits: 4
*Members of the department*
Normally offered in alternate years

### FYS 187 The Temptations of Knowledge

Would you sell your soul for knowledge? What fate would await you if you did? Since the 16th century, the story of Faust, the scholar-magician-charlatan who traded his soul to the Devil, has explored these questions anew, and over the centuries each retelling provides a window into the struggles and ambitions of its age, including our own. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Members of the department*
Expected to be offered in the next 3 years

### ITL 189 Thinking Transnationally: European Culture Across Borders

Same as GER 189. This series of interdepartmental lectures by a selection of Smith faculty examines the myth of cultural homogeneity perpetuated by the ideal of "native" linguistic competency. These lectures explore hybridity and interaction between cultures and languages as the rule, not the exception. The goal is to help students comprehend the transnational, multilingual web into which we are woven, and to appreciate how they contribute to that web, to appreciate their own position as transnational subjects. By adopting a transnational perspective, students learn to question the primacy of the "native," whether as non-native speakers in the US or as language-learners looking abroad. Graded S/U only. (E) {H} {L} Credits: 2
*Members of the department*
Normally offered each academic year

### ITL 369 Transnational Encounters.

Topics Course. Normally offered each academic year

*Remapping the Histories of German and Italian Cinemas from a Transnational Perspective*

The transnational perspective allows us to rewrite the vertical histories of national cinemas across borders and times by looking at those histories as enmeshed within the transversal network of the films' international reception and adaptation. In which ways do contemporary Chinese or Iranian neorealist-inspired films make us revisit neorealism? How can cinema open a window on a country's history while appealing to international audiences? The course will focus on key historical moments such as the post-WWII reconstruction, representations of the Holocaust, urban transformations, the "Years of Lead" / "German Autumn," immigration, and the climate crisis. Conducted in English. This course can be taken to fulfill GER, ITL, FMS, and WLT major requirements. {A} {L} Credits: 4
*Members of the department*
Normally offered each academic year

### JUD 110 Introduction to Yiddish Culture

An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation. {H} {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### JUD 260 Yiddish Literature and Culture

From dybbuks and schlemiels to radicals and revolutionaries, Yiddish literature and culture are more than *Fiddler on the Roof*. Explores Yiddish stories, novels, poetry, and drama as a site for political activism, ethnic performance, and creative expression in tsarist and revolutionary Russia, interwar Poland, and immigrant America. Why did Yiddish so often find itself at the bloody crossroads of art and politics? How have post-Holocaust engagements with Yiddish memorialized not only a lost civilization but also re-imagined a homeland in language? All texts in translation. No prerequisites. {L} Credits: 4

*Members of the department*

**Normally offered in alternate years**

# Global Financial Institutions Concentration

The Global Financial Institutions Concentration (GFIC) will expose students to the workings of global financial markets, their key institutional features and the theoretical underpinnings of their design. Students will learn about the structure and operation of U.S. and world financial institutions such as the IMF, the World Bank, private financial firms and central banks around the world, as well as related financial regulations. Students will also gain an understanding of different types of financial securities as well as their relative advantages and disadvantages.

The GFIC comprises a sequence of six courses and a combination of internships and workshops to develop appropriate computer skills. Students typically complete the requirements of the GFIC in three years.

## Requirements

The concentration accepts up to 15 students annually. You are encouraged to declare the Global Financial Institutions Concentration during your sophomore year. Students with a demonstrated interest in the application of their academic discipline to the financial sector are encouraged to contact the Concentration Director.

Some students may choose to pursue the concentration in addition to a second major or a minor. This would occur when the concentration serves to logically unify and reinforce a particular program of study. Such decisions should be made in consultation with your adviser, and must be approved by the Global Financial Institutions Concentration Advisory Committee.

### Gateway Course

#### GFX 100: Introduction to Global Financial Markets

This eight-week lecture series is offered each fall. GFX100 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 also reflect on contemporary developments and challenges within their fields. 1 credit, S/U only.
*Mahnaz Mahdavi* (*Economics*)

### Approved Electives

**Required Elective Course**
All concentrators are required to take ACC 223: Financial Accounting (offered every spring).

**Other Electives**
Students are required to take three other electives drawn from at least two different departments. Students can select from the approved list of Smith and Five College courses detailed below, one of which must be a Smith Economics course.

No more than two elective courses that fulfill the requirements for a student's major and one from a student's minor will be counted toward fulfillment of the concentration.

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. Language courses will not be counted towards fulfillment of the concentration.

#### *Smith College Electives*

**Accounting**
ACC 223 Financial Accounting

**Anthropology**
ANT 271 Globalization and Transnationalism in Africa*

**Computer Science**
CSC 109 Communicating with Data

**East Asian Studies**
EAS 100 Intro to Modern East Asia*
EAS 220: Culture and Diplomacy in Asia*

**Economics**
ECO 211 Economic Development
ECO 220 Introduction to Statistics and Econometrics**
ECO 226 Economics of European Integration
ECO 240 Econometrics
ECO 254 Behavioral Economics
ECO 255 Mathematical Economics
ECO 258 Applied Market Design
ECO 260 Public Economics and Finance
ECO 265 Economics of Corporate Finance
ECO 271 The Economics of Climate Change
ECO 275 Money and Banking
ECO 296 International Finance

**Government**
GOV 207 Politics of Public Policy
GOV 221 European Politics*
GOV 226 Latin American Political Systems*
GOV 227 Contemporary African Politics*
GOV 228 Government and Politics of Japan*
GOV 230 Government and Politics of China*
GOV 232 Comparative Political Economy
GOV 241 International Politics
GOV 242 International Political Economy
GOV 244 Foreign Policy of the United States
GOV 252 International Organizations

**History**
HST 259 Aspects of African History - Discourses of Development*

**Mathematics**
MTH 190 Statistical Methods for Undergraduate Research**
MTH 241 Probability and Statistics for Engineers, Mathematicians and Computer Scientists**
MTH 246 Probability**

**Middle East Studies**
MES 203: Introduction to Middle East Comparative Politics*

**Philosophy**
PHI 221 Ethics and Society

**Public Policy**
PPL 250 Race and Public Policy in the United States

**Sociology**
SOC 236 Beyond Borders: The New Global Political Economy

**Statistical and Data Science**
SDS 293 Machine Learning

**Study of Women and Gender**
SWG 238 Women, Money and Transnational Social Movements

### *Five College Electives*

**Amherst College**
ECON 207 Economics and Psychology
ECON 212 Public Economics:Environment, Health,& Inequality
ECON 218 Inequality in the US
ECON 223 Economics of Migration
ECON 265 Introduction to Financial Economics
ECON 271 US Economic History 1600–1860
ECON 421 Education & Human Capital in Developing Economies

**Mount Holyoke College**
ECON 312 International Trade

**UMass**
ECON 308 Political Economy of the Environment
ECON 330 Labor in the American Economy
ECON 336 Economics/Science Tech & Innovation
ECON 348 The Political Economy of Women
ECON 394 Law and Economics

## Capstone Seminars

Students fulfill the capstone requirement for the concentration by taking one seminar selected from the list of approved seminars (see below). Such seminars are drawn from disciplines in which global finance research is already featured, such as economics, government and public policy. Concentrators must gain approval for their seminar paper topic from the concentration director and present their research during the annual Celebrating Collaborations event in April.

### *Approved Capstone Courses*

ECO 311 Topics in Economic Development: The Economic Development of India
ECO 314 Industrial Organization and Antitrust Policy
ECO 324 Economics of the Environment and Natural Resources
ECO 375 The Theory and Practice of Central Banking
ECO 396 International Financial Markets
ENV 323 Climate and Energy Policy
CSC 325 Responsible Computing
GOV 343 Corruption and Global Governance
PRS 318 Religion of the Marketplace: A Demystification
SDS 390 Topics in Statistical and Data Science: Advanced Programming for Data Science
SOC 333 Social Justice, the Environment, and the Corporation

# Global South Development Studies

**Advisers**
Gregory Whayne White, Ph.D., Professor of Government, Director of GSDS [**1]
Leslie L. King, Ph.D., Professor of Sociology [**2]
Caroline M. Melly, Ph.D., Associate Professor of Anthropology
Jeffrey S. Ahlman, Ph.D., Associate Professor of History [*1]
Vis Taraz, Ph.D., Assistant Professor of Economics [†2]

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
Normally offered each academic year

# Approved Courses

## Anthropology

### ANT 234 Culture, Power and Politics
Normally offered in alternate years

### ANT 237 Native South Americans
Normally offered in alternate years

### ANT 218 The Anthropology of Human Rights
Expected to be offered in the next 3 years

### ANT 229 Africa and the Environment
Expected to be offered in the next 3 years

### ANT 348 Seminar: Topics in Development Anthropology
Expected to be offered in the next 3 years

### ANT 353 Seminar: Topics in Anthropology
Normally offered in alternate years

## Economics

### ECO 211 Economic Development
Normally offered each academic year

### ECO 311 Seminar: Topics in Economic Development
Normally offered in alternate years

## Government

### GOV 241 International Politics
Normally offered both fall and spring semesters

### GOV 220 Introduction to Comparative Politics
Normally offered each fall

### GOV 224 Colloquium: Globalization From an Islamic Perspective
Normally offered in alternate years

### GOV 230 Chinese Politics
Expected to be offered in the next 3 years

### GOV 237 Colloquium: Politics of the U.S./Mexico Border
Normally offered each spring

### GOV 242 International Political Economy
Normally offered each fall

### GOV 252 International Organizations
Normally offered in alternate years

### GOV 257 Colloquium: Refugee Politics
Normally offered each fall

### GOV 326 Seminar in Comparative Politics
Expected to be offered in the next 3 years

### GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
Expected to be offered in the next 3 years

### GOV 347 Seminar in International Politics and Comparative Politics
Expected to be offered in the next 3 years

### GOV 348 Seminar in International Politics
Normally offered each spring

### EAS 210 Colloquium: Culture and Diplomacy in Asia
Normally offered each spring

## History

HST 209 (C) Aspects of Middle Eastern History
Expected to be offered in the next 3 years

HST 234 (C) Global Africa
Expected to be offered in the next 3 years

HST 235 (L) Independent Africa: A Social and Cultural History
Normally offered in alternate years

HST 256 (L) Making of Colonial West Africa: Race, Power and Society
Expected to be offered in the next 3 years

HST 258 (L) Modern Africa
Normally offered in alternate years

HST 259 (C) Aspects of African History
Expected to be offered in the next 3 years

HST 260 (L) Colonial Latin America, 1492–1825
Expected to be offered in the next 3 years

HST 261 (L) Latin America, 1821 to the Present
Expected to be offered in the next 3 years

EAS 100 Modern East Asia
Normally offered each fall

AFR 202 Topics in Africana Studies
Expected to be offered in the next 3 years

EAS 219 Modern Korean History
Expected to be offered in the next 3 years

EAS 220 Colloquium: Environment and Society in Contemporary China
Expected to be offered in the next 3 years

LAS 301 Seminar: Topics in Latin American and Latino/a Studies
Expected to be offered in the next 3 years

## Sociology

SOC 232 World Population
Normally offered in alternate years

SOC 327 Seminar: Global Migration in the 21st Century
Normally offered in alternate years

EAS 200 Colloquium: Topics in East Asian Studies
Expected to be offered in the next 3 years

# Government

**Professors**
Donald C. Baumer, Ph.D. *1
Dennis Yasutomo, Ph.D.
J. Patrick Coby, Ph.D. *1, **1
Steven Heydemann, Ph.D.
Howard Jonah Gold, Ph.D. *1, §2
Gregory Whayne White, Ph.D. **1
Mlada Bukovansky, Ph.D., Chair
Alice L. Hearst, Ph.D., J.D.
Marc R. Lendler, Ph.D.
Velma E. Garcia, Ph.D. **1

**Associate Professors**
Brent M. Durbin, Ph.D. **2

**Assistant Professors**
Scott LaCombe, Ph.D.
Anna Kapambwe Mwaba, Ph.D.
Sara Newland, Ph.D. †2
Erin Pineda, Ph.D.
Bozena C. Welborne, Ph.D.

**Visiting Five College Professor**
Jon Western, Ph.D.

**Visiting Assistant Professor**
Kye Barker, Ph.D.

**Lecturer**
Ulku Zumray Kutlu Tonak, Ph.D.

**Research Associate**
Michael James Clancy, Ph.D.

## The Major

**Advisers:** Donald Baumer, Mlada Bukovansky, Patrick Coby, Brent Durbin, Velma Garcia, Howard Gold, Alice Hearst, Steven Heydemann, Marc Lendler, Erin Pineda, Bozena Welborne, Gregory White, Dennis Yasutomo

**Graduate School Adviser:** TBA

**Director of the Jean Picker Semester-in-Washington Program:** Brent Durbin

**Requirements** 11 semester courses:

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. GOV 203 or an equivalent statistics course taken in another department;
4. 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 another subfield, in which case a rationale for their choice must be accepted by the student and her adviser; and
5. three additional elective courses.

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:** Erin Pineda

### GOV 400 Special Studies
Credits: 1–4
*Members of the department*

### GOV 430D Honors Project
Credits: 8
*Members of the department*

### GOV 431 Honors Project
Credits: 8
*Members of the department*

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, conducting internships in the summer and fall as well as courses in the fall.

Applications for enrollment should be made through the director of the Semester-in-Washington Program in early November of the preceding year. (See department website for up-to-date application information.) 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 students and assisting them in obtaining internship placements in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar and research courses are 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.

### 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. Open to all students. Entering students considering a major in government are encouraged to take the course in their first year, either in the fall or the spring semester. {S} Credits: 4

*Members of the department*

**Normally offered both fall and spring semesters**

### GOV 203 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 is paid to survey data and to data analysis using computer software. Enrollment limit of 75. {M} {S} Credits: 5

*Howard Jonah Gold*

**Normally offered each spring**

### GOV 291 Government Lab: Designing and Conducting Research

This course will introduce students to the basic building blocks of political science research, including developing a research question; conducting a literature review; defining concepts; selecting cases; and presenting results. While students will read and discuss exemplary research in American and comparative politics and international relations, the course will focus on learning by doing via a series of short projects driven by students' interests. This course is primarily intended for students who are considering writing an honors thesis or special studies in government, attending graduate school, or pursuing research opportunities after graduation. At least two prior government courses strongly recommended. {S}

*Sara Newland*

**Expected to be offered in the next 3 years**

## 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. {S} Credits: 4

*Scott LaCombe*

**Normally offered each spring**

### 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*

**Expected to be offered in the next 3 years**

### 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

*Members of the department*

**Normally offered each spring**

### 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

*Members of the department*

**Expected to be offered in the next 3 years**

### GOV 205 Colloquium: The Return of the Native Indigenous Peoples in the New Global Order

The status of indigenous peoples, both domestically and internationally, is dizzyingly complex. The course begins by looking at indigenous rights claims under both domestic and international laws to understand the nature of "group" rights. The course then explores the status of indigenous persons ion the US, looking at relationships among and between tribes and tribal members, between states and tribes, and between tribes and the federal government. Throughout, the course will draw comparisons with the treatment of indigenous claims across the globe. The second half of the course explores contemporary issues, such as claims of indigenous groups to the protection of sacred sites, the repatriation of indigenous remains, the treatment of indigenous children, and subsistence and other issues associated with environmental exploitation and development. Enrollment limited to 20. {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### 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 R. Lendler*

**Normally offered each spring**

### 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. Credits: 4

*Scott LaCombe*

**Normally offered in alternate years**

### 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

*Members of the department*

**Normally offered each fall**

### 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

*Members of the department*

**Expected to be offered in the next 3 years**

### 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. Credits: 4
*Howard Jonah Gold*
**Expected to be offered in the next 3 years**

### GOV 211 LGBT Politics in America
This course offers an overview of lesbian and gay politics, culture(s) and histories in the United States from the late 19th century to the present. We focus on how the struggles for community formation and community building succeeded in the creation of sophisticated social movements for legal rights and institutional inclusions in the 20th and 21st centuries. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 bring perspective to those years. Enrollment limited to 20. Prerequisite is at least one other course in American government. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered each fall**

### GOV 216 Judicial Decision Making and the Legal Reasoning Process
This course provides the necessary background to integrate our modern understanding of judicial behavior into the realm of American Political Science. For centuries the prevailing wisdom was that judges merely applied the relevant law to the facts in evidence. Over the past seventy years a more nuanced analysis has emerged, and we are now very much inclined to attribute both bias and political motive to many of the holdings that courts issue. GOV 216 will give students an understanding of both judicial behavior, and of the connections between legal reasoning and the final political outcomes that court opinions bring about. (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 217 Race & the Problem of American Citizenship
This course will examine the relationship between race and the discourse, concept, and practice of citizenship as it has developed in the United States. We will interrogate how ideologies and experiences of race and citizenship have constituted each other over time, enabling forms of unequal political belonging to coexist with claims to equality, liberty, and democracy. We will also consider how the meaning of citizenship has been challenged and reformulated by those who have contested racialized hierarchies and exclusions. While this course will cover texts from early settlement and antebellum periods, focus will be on the modern era, from the late 19th century through the present, drawing on historical texts as well as political theory to analyze both race and U.S. citizenship. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 219 Throwaway Children: Law, Policy and Dependency
Family dysfunction affects children in all aspects of their lives. This course examines how children fare in abuse and neglect proceedings, particularly when they are removed from their biological families and placed in foster care. It also explores children in the juvenile justice system, linking back to questions about how to deal with fragile families, and explores whether rights-based approaches to child well-being would provide better outcomes for children than current approaches. The course compares child welfare programs in other countries and assesses their advantages or disadvantages in the context of domestic politics and policies. (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 281 The Obama Years
This class is a cross-sectional look at the Obama presidency, including his path to election, major domestic, national, and foreign policy debates, and the conflicts of those eight years. Enrollment limit of 20. (E) {S}
*Members of the department*
**Normally offered in alternate years**

### GOV 304 Seminar in American Government
Topics course.

*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
*Members of the department*
**Normally offered in alternate years**

### GOV 305 Seminar in American Government
Topics course.

*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 is 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
*Members of the department*
**Normally offered in alternate years**

### GOV 307 Seminar in American Government
Topics Course

*Latinos and Immigration Politics in the U.S.*
An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 312 Seminar in American Government
Topics course.

*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
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered each fall**

### GOV 412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. Credits: 8
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each fall**

## 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? 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
*Sara A. Newland*
**Normally offered each spring**

### GOV 221 European Politics
This course focuses on the comparative development of European political 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*
**Normally offered in alternate years**

### GOV 223 Russian Politics
This course examines recurring issues facing the Russian state and its citizens: the complex interplay between formal institutions and informal politics, patterns of cooperation and antagonism in relationships with other countries, and the "resource curse." It also addresses the importance of public opinion in a hybrid political regime; the use of the Internet and the mass media; and human rights in contemporary Russia. It examines history to provide sufficient context, but will concentrate on the period between the end of the Soviet Union and the present day. Enrollment limit of 40. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 224 Colloquium: Globalization From an Islamic Perspective
This course introduces students to the diversity of political and economic challenges and opportunities facing the Muslim world in a globalizing context. We cover a range of contemporary topics from the legacies of colonialism, evolving human security issues, and the emergence of Islamist politics to the popularity of Islamic banking and commerce, as well as changing gender roles. Enrollment limited to 20. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 225 Ethnic Politics in Comparative Perspective
What is the relationship between ethnicity and politics? When does ethnic difference lead to competition and conflict? Does coethnicity encourage greater cooperation and provision of public goods? We explore these and related questions looking at experiences across the world. Though we read scholarship from the American context, the focus is on ethnicity and politics in other countries. Enrollment limit of 20 students. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 E. Garcia*
**Normally offered each fall**

### GOV 227 Contemporary African Politics
This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa's political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Enrollment limited to 35. {S} Credits: 4
*Anna Kapambwe Mwaba*
**Normally offered each spring**

### GOV 228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. {S} Credits: 4
*Dennis Yasutomo*
**Normally offered each fall**

### GOV 229 Gender and Politics
Why was Hillary Clinton the only female prospect for the 2016 presidential election? Why are so few heads of state women? Taking an intersectional approach, this course examines the role of gender and other identities in political institutions, participation, and representation in a transnational context. Three questions are explored: To what extent do women and men think/act differently in politics and what might explain these differences? To what extent are political processes and institutions gendered and how might they gender individuals' political activities? Why are women underrepresented in politics and to what extent do female politicians have an impact? (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 230 Chinese Politics
The People's Republic of China represents approximately one quarter of the world's population, sustains the largest bureaucracy in the history of the world, and currently possesses a system of political economy that combines elements of both communism and capitalism. This course introduces students to the basic concepts of political processes, political institutions, and political events in China, primarily focusing on the reform era (1978-present). Specifically, we examine China's political institutions, political economy, state-society relations, and the politics of Hong Kong and Taiwan. Credits: 4
*Sara A. Newland*
**Expected to be offered in the next 3 years**

### GOV 231 Colloquium: Women's Social Movements in the Middle East

This course explores how women's movements emerge and sustain themselves in different global contexts with a special focus on women's movements in the Middle East. Beginning with a brief overview of the status of women globally, the class then shifts to an investigation of how the women's movement evolved in the U.S. and ends with a comparison of the political strategies of secular and Islamic feminists in modern-day Egypt. The course covers issues affecting women's lives that range from securing the vote, gaining recognition as full persons and gaining reproductive rights. It looks at issues of religious freedom to inquire into how women, especially in the Middle East, negotiate a world of both contemporary and traditional religious and secular values. Students leave this course with a fuller appreciation of the variety of issues around which women mobilize as well as an understanding of the diverse strategies they adopt to meet their chosen goals. Credits: 4

*Bozena C. Welborne*

**Expected to be offered in the next 3 years**

### GOV 232 Comparative Political Economy

How do politics shape markets, and markets shape politics? Why do some countries become rich while others stay poor? Why does capitalism take many different forms, and what do these differences mean for societies, firms, and individuals? This class will be divided into three units. First, we will explore the core theoretical texts of political economy. Second, we learn about the "varieties of capitalism" and the different forms that transitions from communism to capitalism have taken. The third unit focuses on the political economy of development, the role of politics in creating patterns of wealth and poverty around the world. Enrollment limit of 24. {S} Credits: 4

*Sara A. Newland*

**Expected to be offered in the next 3 years**

### GOV 233 Problems in Political Development

This course explores the practical meaning of the term "development" and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### GOV 234 Colloquium: Comparative Responses to AIDS in Africa

Before AIDS became the international priority it is today, local communities and national governments experiencing the AIDS pandemic firsthand responded in diverse ways. Why have some states been more active than others in responding to AIDS? What has been tried in the fight against AIDS in Africa, and more importantly, what, if anything, is working? What conditions are necessary for success? In this course, we aim to learn about politics and policy in resource-constrained settings using the case study of response to AIDS in Africa. We start with learning the epidemiology of HIV/AIDS and the experience of AIDS in Africa. We then explore the responses to AIDS by national and international actors. The remainder of the course focuses on the interventions against HIV and AIDS, concluding with a close look at the local realities of the global intervention against AIDS. Enrollment limit of 20. WI {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### GOV 235 Government and Politics in East Asia

East Asia has increasingly played a great role in global politics. Organized in themes and parallel case studies, this course provides a comprehensive and systematic introduction to the comparative study of the nations of East Asia, with a particular focus on Japan, North Korea, South Korea, China, and Taiwan. The course addresses several topical areas of inquiry: political culture and heritage, democratization, government structure and institutions, political parties and leaders, social movements, and women's political representation and participation. While this course studies East Asian countries, intra-regional issues and issues involving relations with other parts of the world are also examined. Enrollment limit of 20. (E) {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### GOV 236 Comparative Politics of Immigration

This course examines immigration from a comparative perspective by drawing on European, American, and Asian examples. Part I explores theories and empirical evaluations of the economic, humanitarian, and cultural causes of immigration. Part II explores the consequences of immigration faced by receiving countries, as well as immigrants. We specifically focus on how native citizens, politicians, political parties, states, and the media respond to increasing immigration. We also investigate the raced, gendered, and classed effects of the economic, social, and political integration of immigrants. We end the course on discussions of the meanings, roles, and enactments of societal membership and citizenship. (E) {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### GOV 237 Colloquium: Politics of 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 24. {S} Credits: 4

*Velma E. Garcia*

**Normally offered each spring**

### GOV 238 Elections Around the World

Why and how do we hold elections? In this class, we study the rules that structure how we select leaders to represent us and the subsequent political behavior in response to those rules. Our examination of elections worldwide involves a global overview of modern elections, including those held in authoritarian regimes. By the end of the course, each student is an expert on an election of their choice. We have two questions motivating our journey in this course. First, do elections matter? Second, how should we hold elections? (E) {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### GOV 239 Social Justice Movements in Latin America

This course examines the relationship between social movements and the state in Latin America. There is a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. {S} Credits: 4

*Velma E. Garcia*

**Normally offered in alternate years**

### GOV 323 Seminar in Comparative Government

Topics course.

*Political Science Research in the Field*

This course introduces 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 are able to discuss the benefits and challenges of various qualitative and quantitative data collection procedures. By the end of the course, students are 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. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 326 Governments of Middle East and N Africa

Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 327 East Asian Politics Seminar

This course examines thematic issues in East Asian politics, including the formation of nations and states, democracy, authoritarianism, political parties, political economy, gender, and social movements. The emphasis in this course pivots on understanding theoretical and conceptual issues that are anchored in East Asian politics but that are generally pertinent to comparative politics in the world. The course has two goals: (1) to enable students to gain an empirical and conceptual understanding of the political dynamics of the region and (2) to prepare students to address and debate theoretical questions through completion of an original research proposal. (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 328 Rising China

This course explores China's rise and its global implications. In particular, how has China achieved its economic "miracle"? What are the economic and political challenges faced by China? How does a rising China influence international affairs — especially US-China relations? (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 329 Comparative Politics of Northeast Asia

This seminar focuses on one of the world's largest and most economically vibrant regions, Northeast Asia. Organized around a series of core themes in comparative politics—political economy, state-society relations, democratic transition and consolidation, and electoral politics—the course will compare domestic politics in Japan, South Korea, China, and Taiwan. In addition to gaining regional expertise, students will learn to conduct original research in comparative politics. Students will generate original research questions based on the course material, and produce a research paper comparing two or more countries (or multiple regions within a single country) with respect to their question of interest. Enrollment limit of 12. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 340 SEMINAR: Taiwan—Internal Politics and Cross-Strait Relations

Regarded by some as a province of China, by others as a sovereign country, and by still others as somewhere in the middle, Taiwan is a longstanding source of tension in the US-China relationship. Taiwan has also undergone remarkable political and economic changes since the 1940s. This course in comparative politics and international relations will address the historical roots, current challenges, and possible future of the US-PRC-Taiwan relationship. It will also use Taiwan as a case study to examine major themes in comparative politics, among them authoritarianism and democratic transitions; corruption; the political economy of rapid development, and identity politics. Prerequisites: Junior or senior standing required. At least one course in comparative politics, international relations, or East Asia preferred. {S} Credits: 4
*Sara A. Newland*
**Normally offered in alternate years**

## 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. Enrollment limited to 50. {S} Credits: 4
*Mlada Bukovansky, Gregory Whayne White*
**Normally offered both fall and spring semesters**

### 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 Marxist 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 C. Welborne*
**Normally offered each academic year**

### GOV 244 Foreign Policy of the United States

U.S. foreign policy decisions define the boundaries of security and prosperity for millions – even billions – of people throughout the world. This course aims to provide students with the tools to understand how and why these policies are made, and to what effect. We examine foremost U.S. foreign policy strategies and processes, but also how the foreign policy environment – e.g., international relations, public opinion – drives this process, and the consequences of U.S. actions at home and abroad. Prerequisite: 241 or permission of the instructor. Credits: 4
*Brent M. Durbin*
**Normally offered each academic year**

### GOV 246 Politics and the Experience of War

An exploration of how war impacts 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. Enrollment limited to 20. Credits: 4
*Brent M. Durbin*
**Expected to be offered in the next 3 years**

### GOV 247 International Relations in Africa

This course provides an introduction to the international relations of contemporary Africa. It explores how Africa has redefined our understanding of international relations and its role as a global actor. Core themes include the politics of post-independence international alignments, the external causes and effects of authoritarian rule, and the continent's role in the global political economy. The course concludes with a consideration of pressing current issues on the African continent, including state failure, health interventions, issues of peace and security, and China's growing economic and political influence. (E) {S} Credits: 4
*Anna Kapambwe Mwaba*
**Expected to be offered in the next 3 years**

### GOV 248 The Arab-Israeli Dispute

This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. {S} Credits: 4
*Bozena C. Welborne*
**Normally offered in alternate years**

### GOV 249 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. {S} Credits: 4
*Alice L. Hearst*
**Normally offered in alternate years**

### 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*
**Normally offered each spring**

### 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 the United Nations, and also consider organizations such as the World Trade Organization and the European Union. Prerequisite: 241 or permission of the instructor. {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### GOV 253 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 are based on current and on-going regional and global issues. Enrollment limited to 24. {S} Credits: 4
*Dennis Yasutomo*
**Normally offered in alternate years**

### GOV 254 Colloquium: Politics of the Global Environment

An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming, and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. Enrollment limited to 20. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 255 Colloquium: The Politics of Global Tourism

The tourism industry is arguably the world's largest employer; it is undoubtedly the leading sector in trade in services. Although modern tourism has political, economic and social implications, it has been largely under examined by political science and the subfield of international relations. This upper-level colloquium examines the sector and its many complicated dimensions and effects: environment, security, development, consumerism, and cultural exchange and understanding. It approaches these issues historically and with careful attention to a variety of cases and sub-sectors – e.g., eco-tourism, adventure tourism, health tourism, etc. Prerequisite: One course in international relations or comparative politics. Enrollment limited to 20. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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. Enrollment limited to 20. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 257 Colloquium: Refugee Politics

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere "in between." Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the "position" of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and "foreignness." Although special attention is devoted to the Middle East, other cases of refugee politics are examined. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S} Credits: 4
*Ulku Zumray Kutlu Tonak*
**Normally offered in alternate years**

### GOV 341 Seminar in International Politics

Topics course.

*Terrorism and Political Violence in Middle East*
Who is a terrorist; who is a freedom fighter? Does it even matter in the political chaos of the Middle East? This seminar investigates the goals and motivations of militant groups embracing terrorism and insurgency as strategies vis-à-vis

rival political actors in the region. We also explore how local governments combat terrorism and insurgency, when and why such groups cease activity, and why some groups ultimately embrace nonviolent resistance. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*International Security*
This course examines major theories of war, conflict, and political violence and theories of international cooperation and governance. We will explore these theories and their relationship to current trends in globalization and global governance, in the context of major international security challenges such as great power competition, rising nativism and irredentism, threats to democracy, proliferation, terrorism, insurgency, ethnic and racial conflict, failing states, environmental degredation, resource scarcity, demographic stress and migration, and global inequality and poverty. We will study the mechanisms and institutions designed to identify and manage these threats and the challenges of integrating and coordinating multiple international actors such as international organizations, NGOS, states, and domestic actors in an era of dynamic complexity in world politics. {S} Credits: 4
*Jon Western*
**Expected to be offered in the next 3 years**

## GOV 343 Seminar in International Politics and Comparative Politics

Topics Course

*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, NGOs, international organizations and private donors. Through readings in a wide variety of fields, it delves critically into the philosophical and ethical issues surrounding the principles and practice of humanitarian relief and intervention. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## GOV 344 Seminar on Foreign Policy of the Chinese People's Republic

Topics course.

*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 focuses on the process and substance of the nation's contemporary international behavior. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## GOV 345 Seminar in International Politics

Topics course.

*Intelligence and National Security*
How do governments learn about the threats facing them and their citizens? What is the proper balance between liberty and security in a democratic society? Why did the U.S. government fail to prevent the 9/11 attacks, and what can be done to ensure against such attacks in the future? This course considers these and other questions through the lens of the U.S. intelligence community. The modern American intelligence system was established in the wake of World War II, and has since grown to comprise seventeen different agencies requiring upwards of $80 billion per year in funding. We review the history of this system, both at home and abroad, with special attention to the Central Intelligence Agency and its often controversial role in U.S. foreign policy. Prerequisites: Junior or Senior standing; at least one course each in American politics and international relations. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Foreign Policy Decision Making*
This course examines the processes and organizations that govern foreign policy decisions in the United States. We view this topic through a variety of lenses, including theories of individual cognition and bias, small-group decision-making, bureaucratic politics, and organizational behavior. These different approaches are applied to several in-depth cases studies drawn from the last fifty years of U.S. foreign policy. Prerequisites: Junior or Senior standing; GOV 241 (International Politics) or equivalent; and one college-level course in American politics. GOV 244 (Foreign Policy of the United States) or equivalent is recommended. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*The Politics of Data*
This course aims to understand the political implications of the Big Data era through a focus on how data has corresponded with power throughout history, from ancient times to today. We will consider how new data sources and technologies have driven significant social change, such as through the development of statistics ("science that serves the state") for taxation and government census, surveillance practices for policing and national security, classification for anti-poverty programs, and data security regulations. Prerequisites: Junior or Senior standing; familiarity with basic probability and statistical concepts, such as that provided by GOV 203 or another introductory statistics course. {S} Credits: 4
*Brent M. Durbin*
**Expected to be offered in the next 3 years**

## GOV 347 Seminar in International Politics and Comparative Politics

Topics course.

*North Africa in the International System*
This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya,focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) 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 political change. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Environmental Security*
This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: 241, 242, 244 or 252. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 348 Seminar in International Politics
Topics course.

*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
*Members of the department*
**Normally offered in alternate years**

## 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
*J. Patrick Coby*
**Normally offered in alternate years**

### 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. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 263 Political Theory of the 19th Century
A study of the major liberal and radical political theories of the 19th century, with emphasis on the writings of Hegel, Marx, Tocqueville, Mill and Nietzsche. Not open to first-year students. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered in alternate years**

### 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 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 is paid to the politics of inclusion for groups based on race, gender, sexual orientation and ethnicity as their claims for rights/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
*Members* of the department
**Normally offered in alternate years**

### GOV 267 Problems in Democratic Thought
What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 268 Utopian/Dystopian Visions and Political Theory
Thomas More penned his novel Utopia in 1516, and in 1868 John Stuart Mill coined 'dystopia' as the antithesis of More's idyllic vision. But the word utopia literally translates as "nowhere land." This course will explore the question how the exploration of "what could be" has been and remains a central focus in the work of much of political theory. Serving as both an exemplar and a warning of planned political societies, utopian and dystopian literature is always engaged in the work of making, unmaking, and remaking the possibilities for the original political question, "How should we govern?" Enrollment limit of 25. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 269 Politics of Gender and Society
An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 272 Conceptualizing Democracy
In the contemporary world, democracy is often considered not merely a form of government or one type of regime among many, but the very condition of political legitimacy. But what exactly does democracy entail? Is it an institution, a practice, a value, a virtue? This lecture course provides a survey of different historical and theoretical answers to these questions, from the foundations of self-government in ancient Athens through the present day. {S} Credits: 4
*Erin R. Pineda*
**Normally offered in alternate years**

### GOV 362 Seminar in Political Theory
Topics course.

*Revolution to Consolidation*
A look at how American political thinkers and activists justified a war for independence, puzzled through the construction of a new political order, thought about creating a democratic nation state and argued over issues such as individual rights, the role of political parties and the capabilities of citizens for self-government. We look at specific debates between 1776 and 1800 and also an overview of the most important contributors: Jefferson, Madison, Hamilton and John Adams. Prerequisite: Some previous course on American government or permission of the instructor. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 363 Civil Disobedience

This seminar in political theory examines the idea and practice of civil disobedience. Are citizens morally obligated to obey unjust laws? How do we know when a law is unjust? What kinds of protest actions are justified? Is violence ever legitimate? This course will engage students with these questions by reading classic and contemporary texts from both philosophers and practitioners of forms of disobedience and resistance. Texts include works by John Rawls, Judith Shklar, Henry David Thoreau, MK Gandhi, Martin Luther King Jr. and Hannah Arendt. Prerequisite: coursework in political theory or permission of the instructor. {S} Credits: 4
*Erin R. Pineda*
**Expected to be offered in the next 3 years**

### GOV 366 Seminar in Political Theory

Topics course.

*The Politics of Heterosexuality*
This course explores the social and political construction of heterosexuality; it's interaction with race, class and gender; and the queer resistances to heteronormativity that have formed to oppose it. Examining heterosexuality as a form of social and political privilege, we explore the ways in which it acts as a coercive yet successful cultural norm, often disappearing as a category of investigation altogether. Attention is paid to rendering visible the historical, political, economic and social forces that have contributed to the construction and maintenance of a coerced and coercive heterosexuality, while simultaneously exploring the uniqueness produced through the intersections of heterosexuality with race, class and gender. These intersections reveal the many ways that heteronormativity has been deployed as a form of political organization of the body politic, even as it produces multiple locations of resistance for politicized bodies. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*The Political Theory of Michel Foucault*
This course examines the work of Michel Foucault (1926–84), French philosopher, social critic, historian and activist, and generally acknowledged as one of the most influential of the thinkers whose work is categorized as poststructuralist. Foucault's various inquiries into the production of knowledge and power have formed the paradoxically destabilizing foundation for much of the work on the status of the human subject in post-modernity. We explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminating his central ideas that seem to challenge much of what political theory accepts as a given. From *The Birth of the Clinic, The Order of Things* and *Discipline and Punish* to his later works including *The History of Sexuality, The Use of Pleasure,* and *The Care of the Self,* attention is given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Coursework in political theory or permission of the instructor. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 367 Seminar in Political Theory

Topics course.

*Politics, Wealth and Inequality*
Since Plato and Aristotle, wealth inequality has been the subject of political interrogation. In the last 50 years, most economic benefits have gone to the top 1 percent of the population; corporations and the very rich have paid lower taxes and corporations have received more corporate support from government while federal, state and local budgets for social welfare programs have been cut and working people's salaries have fallen. This course examines and compares what contemporary political theorists and mainstream authors have to say about the connection between wealth, inequality and the health of a political system. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 369 African American Political Thought

This seminar examines central questions in African American political thought: freedom and domination; power, powerlessness, and subjectivity; inclusion, exclusion and autonomy; the meaning of race and its relationship to citizenship, democracy, and nationhood; and political action, resistance, and emancipation. In this course, we will take up the study of African American political thought both as political thinking generated by concrete historical experiences of enslavement, colonialism, violence, and resistance/resilience; but also, as political thinking that engages, challenges, and fundamentally shapes the core conceptual categories of modern political theory. Prerequisite: coursework in political theory or coursework in the history of political thought. Enrollment limit of 12. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

## Cross-Listed Courses

### FYS 157 Syria Beyond the Headlines

WI {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 200 Syria Beyond the Headlines

{S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 217 International Relations and Regional Order in the Middle East

{S} Credits: 4
*Steven Heydemann*
**Expected to be offered in the next 3 years**

### MES 220 The Arab Spring: Economic Roots and Aftermath

{H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### MES 230 Society and Development in the Middle East

{S} Credits: 4
*Steven Heydemann*
**Normally offered in alternate years**

### MES 240 Encounters with Unjust Authority: Political Fiction of the Arab World

{L} {S} Credits: 4
*Steven Heydemann*
**Expected to be offered in the next 3 years**

### MES 380 Seminar: Authoritarianism in the Middle East

{S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Special Studies

### GOV 404 Special Studies

Admission for majors by permission of the department. Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### GOV 408D Special Studies

Admission for majors by permission of the department. Credits: 8
*Members of the department*
**Normally offered each academic year**

# History

**Professors**
Richard Lim, Ph.D., Chair
Marnie S. Anderson, Ph.D.
Darcy C. Buerkle, Ph.D. †1

**Associate Professors**
Ernest Benz, Ph.D. **1, *2
Jennifer Mary Guglielmo, Ph.D.
Serguei Glebov, Ph.D.
Elizabeth S. Pryor, Ph.D. †1
Joshua Birk, Ph.D.
Jeffrey S. Ahlman, Ph.D. *1

**Lecturers**
Rachel Newman, Ph.D.

**Research Associates**
Jennifer Hall-Witt, Ph.D.
Dagmar Herzog, Ph.D.
John Higgins, Ph.D.
Hugh Ryan, M.F.A.
Marylynn Salmon, Ph.D.
Revan Schendler, Ph.D.
John Sears, Ph.D.
Michael Staub, Ph.D.
Kenneth R. Stow, Ph.D.
Robert E. Weir, Ph.D.

## The Major

**Advisers:** Jeffrey Ahlman, Marnie Anderson, Ernest Benz, Joshua Birk, Darcy Buerkle, Sergey Glebov, Jennifer Guglielmo, Richard Lim, Elizabeth Pryor.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. HST 150: The Historian's Craft
2. 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 since 1650; Africa; Latin America; United States; Women's history; Comparative Colonialism, World History.

   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.
3. Additional courses: five courses, of which four must be in two fields distinct from the field of concentration.
4. No more than three courses taken at the 100-level may count toward the major.
5. 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 and the Caribbean
   - 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.

Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

AP courses do not count toward the major.

The S/U grading option is not allowed for courses counting toward the major.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

## Study Away

Students planning to study away from Smith during the academic year or during the summer must consult with their departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with their departmental adviser for study away both before and after their participation in study abroad programs.

## 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:** TBA

### HST 430D Honors Thesis
This is a full-year course. Credits: 4
**Normally offered each academic year**

### HST 431 Honors Thesis
Credits: 8
**Normally offered each fall**

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

## Graduate

### HST 590 Research and Thesis
Credits: 4
**Normally offered each academic year**

### HST 590D Research and Thesis
This is a full-year course. Credits: 8
**Normally offered each academic year**

### HST 580 Special Problems in Historical Study
Arranged individually with graduate students. Credits: 4
**Normally offered each academic year**

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.

100-level and 200-level History courses are designated as either Lectures (L) or Colloquia (C). History Lecture classes are typically capped at 40 students while History colloquia have a limit of 18.

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

History majors are required to take HST 150 The Historian's Craft. Beyond that, first-year students may enroll in an appropriate First-Year Seminar taught by a historian (see below), or a cross-listed course from a related department and program, or a 200-level HST course in an area of interest. See below for further information about taking a 200-level HST course as an entering student.

### HST 150 (L) The Historian's Craft

This course serves as an introduction to the study of History and to what historians do. It is a requirement for the History major. At the root of this course is the question of what is history and what it means to study history. Key questions driving the course are: Is history simply the study of the past? What is the past's connection to the present? Is it even necessary to make such connections to the present and what is lost and gained in making such connections? {H} Credits: 4
*Richard Lim, Joshua Birk*
**Normally offered both fall and spring semesters**

### FYS 142 Reacting to the Past

In *Reacting* students learn by taking on roles, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations. *Reacting* roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas, and improves intellectual and academic skills. Enrollment limited to 24 first-year students. WI {H} Credits: 5
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 183 Geisha, Wise Mothers, and Working Women

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# 200-Level Courses

200-level HST courses are suitable for all students. If you are an entering student and have special interest in a particular area, you should not hesitate to enter a 200-level course in that field. Should you have any questions regarding a particular course and whether it would serve you well, feel free to contact the instructor.

## 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. By and large, lectures are built around presentations by the professor as well as class discussions, whereas colloquia contain more structured opportunities for students to participate through common discussion of reading and oral presentations.

In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

## Antiquity

### HST 201 (L) The Silk Road and Premodern Eurasia

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H} Credits: 4
*Richard Lim*
**Normally offered each spring**

### HST 202 (L) Ancient Greece

A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. We examine the relationship between mythology, archaeology and historical memory, the evolution of the city-state, games and oracles, colonization, warfare and tyranny, city-states Sparta and Athens and their respective pursuits of social justice, wars with Persia, cultural interactions with non-Greeks, Athens' naval empire and its invention of Democracy, family and women, and traditional religions and forms of new wisdom, and the trial and death of Socrates in 399 B.C. {H} Credits: 4
*Richard Lim*
**Normally offered each fall**

### HST 203 (L) Alexander the Great and the Hellenistic World

The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, "fusion" literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and "barbarians," Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome. {H} Credits: 4
*Richard Lim*
**Normally offered each spring**

### HST 204 (L) The Roman Republic

A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome's early rise through mythology and archaeology and follow

developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 205 (L) The Roman Empire

The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an Emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. We trace how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages. {H} Credits: 4
*Members of the department*
**Normally offered each spring**

### HST 206 (C) Aspects of Ancient History

Topics course.

*Diseases, Health and Medicine in the Ancient World: An Intellectual and Cultural History*
This course introduces students to the history of the culture and history of the ancient Mediterranean world through the lens provided by Greek and Roman medical writers. The Greek Enlightenment in the 6th century B.C. ushered in a "scientific" approach to healing that continued to evolve throughout antiquity even as traditional methods retained their importance. Specific themes highlighted in this course include interactions between traditional temple healing, the magical arts and scientific medicine; the emergence of an epidemiology based largely on environmental factors; women as health practitioners; women's bodies in ancient medical theorizing and practice; and medicine and the ancient educational system. No previous background needed and first-year students are welcome. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

## Islamic Middle East

### HST 208 (L) Introduction to the History of the Modern Middle East

Same as MES 208. This course examines the history of the modern Middle East from a global perspective. How have gender, economy, ecology, and religion shaped Middle Eastern empires and nation-states within a broader world? The course begins with transformations in Egypt, Iran, and the Ottoman Empire between 1800 and World War I. Next, it turns to experiences of colonialism, the rise of independent nation-states, and the birth of new political movements. Overall, we will work to appreciate the diversity of the region's cultures, languages, and peoples and to critically assess how the Middle East has been imagined from without and within. Enrollment limited to 40. {H} Credits: 4
*Susanna Ferguson*
**Normally offered each academic year**

### MES 213 Sex and Power In The Middle East

Sexuality has long been central to power and resistance in the Middle East. What parts have bodies and intimacies played in imperial and state governance; colonialism and nation-building; and the politics of transnational solidarity and resistance? The course begins by considering how history of sexuality methods can be useful for Middle Eastern contexts. Next, we explore bodies and intimacies in the early-modern Ottoman Empire and Iran. Finally, we examine how contests over sexuality, reproduction, and the body have shaped colonialism, labor, nationalism, and contemporary political mobilization in the Middle East. {H} {S} Credits: 4
*Susanna Ferguson*
**Expected to be offered in the next three years**

### HST 237 (C) Mobility and Migration in the Modern Middle East

Same as MES 237. The history of the modern Middle East is a story of border-crossing as much as one of border-making. From the 19th century migrations from the Syrian coast to the Americas, to contemporary labor migrations to the Gulf, the region's nation states have been forged by those who move within and beyond their borders. How have forces of gender, class, race, and ethnicity shaped these journeys? This course examines the processes of movement and migration—voluntary and involuntary—that have shaped the modern Middle East and its diasporas from the 19th century to the present. Enrollment limit of 18. {H} {S} Credits: 4
*Susanna Ferguson*
**Expected to be offered in the next 3 years**

### HST 244 (C) Thinking Revolution: Histories of Revolt in the Modern Middle East

Same as MES 244. Since 2011, the Middle East has been transformed by a seemingly unprecedented wave of revolution and revolt. How do these events fit within longer histories of social change in the region? In this course, we explore moments and concepts of social change in the Middle East between roughly 1800 and the present, focusing on the keyword, "Revolution." How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change in the region to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? Enrollment limit of 18. {H} {S} Credits: 4
*Susanna Ferguson*
**Expected to be offered in the next 3 years**

### JUD 288 History of Israel

Looking to make better sense of today's headlines? A historical survey of the State of Israel, from the pre-state origins of Zionism in the late 19th century to the present. Interpretation of Israeli political and cultural history through analysis of primary sources, literature and film, and debates over how history is written, and by whom. Places discussions about Zionism and Israel within the broader histories of Europe, Judaism, Palestine, and the Middle East. {H} Credits: 4
*Justin Daniel Cammy*
**Expected to be offered in the next 3 years**

## East Asia

### HST 200 (L) Modern East Asia

This introductory 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 national identities in a rapidly emerging and often violent modern world order. Although 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 S. Anderson*
**Normally offered each fall**

### HST 214 (C) Aspects of Chinese History
Topics course.

*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 Marxist-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} Credits: 4
*Members of the department*
**Normally offered each academic year**

### 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
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 222 (C) Aspects of Japanese History
Topics course.

*The Place of Protest in Early Modern and Modern Japan*
Histories of social conflict, protest, and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, "world-renewal" movements, and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest, and an emerging labor movement in the Taisho era (1912–26), anti-imperialist movements in China during the prewar years, and finally, a range of citizens' movements in the postwar decades. {H} {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### HST 223 (C) Women and Gender in Japanese History
Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

## South Asia

### HST 281 (L) South Asian Pasts and Presents
This course introduces students to the history, culture, and politics of the region we know as South Asia. We begin when the British East India Company was beginning to assert its influence over parts of the subcontinent. We then work through the transfer of the Company's Indian dominions to the British Crown and the rise of nationalism culminating in independence and partition in 1947. The second half of our course shall be informed by more presentist discussions surrounding economic development trajectories, movements for social justice and self-determination, and the South Asian diaspora in various parts of the world. (E) {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## Europe

**History 224, 225 and 226 form an introductory sequence in medieval history.**

### HST 224 (L) History of the Early Middle Ages
This survey course examines Europe, the Mediterranean, and the Middle East in the early medieval era, starting with the dissolution of the Roman Empire. Students will study the turbulent nature of political and societal boundaries and the rise of Christianity in Europe before 900 AD, as well as the emergence of Islam as a religion and political power and its influence on the medieval European and Byzantine worlds. Students will engage in the examination and discussion of early medieval notions of kinship, race, law and justice, popular piety, and political power. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 225 (L) Making of the Medieval World, 1000–1350
This survey course examines Europe, the Mediterranean world, from the late 10th century to the 14th, considered the height of the medieval world. Students will study the interactions between peoples and societies in the medieval world - from the emergence of new conceptions of sovereignty, popular religion and the Crusades, the university, and Arthurian literature, to the restructuring of society in the calamitous century of the Mortalitas Magnas. Students will engage in discussion about the notions of conquest and reconquest, race, law and justice, medieval love and chivalry, and the intersection of political and religious authority. {H} Credits: 4
*Joshua Birk*
**Normally offered in alternate years**

### HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600
Did radical societal shifts really take place in Europe between 1300 and 1600, as the terms "Renaissance" and "Reformation" imply? Students will use this question to frame their learning in this survey course, studying the period that saw the aftermath of the Black Death, the fragmentation of Christianity, the growing power of monarchs, the advent of the printing press, and the beginnings of the age of European Imperialism. Students will examine and discuss humanism, witch hunts, popular piety and heresy, the advent of the Italian city-state, and the intersection of politics and science. {H} Credits: 4
*Joshua Birk*
**Normally offered in alternate years**

### HST 227 (C) Aspects of Medieval European History
Topics course.

*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 effects understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 229 (C) A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages

21st-century scholars argue that race is a constructed social identity that began to coalesce around the 17th century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. Does race function differently between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race? Enrollment limit of 18. {H} Credits: 4
*Joshua Birk*
**Normally offered in alternate years**

### 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
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 240 (C) Stalin and Stalinism

Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: Was it a result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin's own personality? Did it have total control over the people's lives? Why hasn't there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? The course is a combination of lectures and class discussions. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 the 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
*Serguei Glebov*
**Expected to be offered in the next 3 years**

### 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. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 247 (L) Aspects of Russian History

Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 limited to 18. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

**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 *philosophes* 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
*Members of the department*
**Expected to be offered in the next 3 years**

### 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*
**Expected to be offered in the next 3 years**

### 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*
**Expected to be offered in the next 3 years**

### 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 C. Buerkle*
**Normally offered each academic year**

### 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 C. Buerkle*
**Normally offered each academic year**

### HST 254 (C) Liberalism and Socialism

Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Goethe, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. Enrollment limited to 18. {H} {S} Credits: 4
*Ernest Benz*
**Expected to be offered in the next 3 years**

### HST 255 (C) Art and Politics in the Era of Fascism

The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? Enrollment limited to 18. {A} {H} {S} Credits: 4
Ernest Benz
**Expected to be offered in the next 3 years**

### HST 286 (C) Recent Historiographic Debates in the History of Gender and Sexuality

This course considers methodologies and debates in modern historical writing about gender and sexuality, with a primary focus on European history. Students develop an understanding of significant, contemporary historiographic trends and research topics in the history of women and gender. Enrollment limit of 18 {H} {S} Credits: 4
*Darcy C. Buerkle*
**Normally offered in alternate years**

### 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
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 287 The Holocaust

The history of the Final Solution, from the role of European antisemitism 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
*Members of the department*
**Normally offered in alternate years**

### JUD 362 Seminar in Jewish Studies

Topics course.

*Yiddishland*
Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. Focuses on Warsaw and Vilna, two capitals of 20th-century Yiddish culture. Students take part in a class field trip to Poland and Lithuania over March break. Enrollment by instructor permission. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## Africa

### HST 234 (C) Global Africa

This course interrogates how scholars have engaged the "transnational" and "global" in African history. In doing so, the course explores the complex networks of identities, loyalties, and attachments forged by diverse groups of African peoples in their attempts to live within and transcend the boundaries of the modern nation-state. As a result, over the course of the semester, the class will investigate issues of trade, nationality, citizenship, race, and identity as it queries the many ways in which Africans have shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. {H} Credits: 4
*Jeffrey S. Ahlman*
**Expected to be offered in the next 3 years**

### HST 235 (L) Independent Africa: A Social and Cultural History

This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 256 (C) Making of Colonial West Africa: Race, Power and Society

This course provides a general, introductory survey of 19th- and early-20th-century West African history, with a particular focus on the contradictions and complexities surrounding the establishment and lived experiences of colonial rule in the region. Key themes in the course include the interactive histories of race, family, religion and gender in the exercise and negotiation of colonial power as well as the resistance to it. This course assumes no prior knowledge or experience with African history. Enrollment limit of 18 students. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 258 (L) Modern Africa

This course provides an introductory survey of African history under colonial rule and beyond. 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

and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H} {S} Credits: 4
*Jeffrey S. Ahlman*
**Normally offered in alternate years**

### HST 259 (C) Aspects of African History
Topics course.

*Femininities, Masculinities and Sexualities in Africa*
This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## Latin America

### HST 263 (C) Aspects of Latin American History
Topics course.

*Women and Gender in Latin America*
This course will use gender as an analytical lens to understand key themes and periods of Latin American history, from the pre-Columbian era to present-day neoliberalism. Drawing from a variety of methodological approaches, the course will illuminate how gender has shaped social relationships, institutions, identities, and discourses in the region. It will prioritize the role of women and how their individual and collective actions have impacted Latin America. Special attention will be paid to the racial and class differences among women, and their social movement participation. Enrollment limit of 18. (E) {H} Credits: 4
*Members of the department*
**Normally offered each academic year**

### HST 287 Primary Sources in Latin American History
This course introduces students to a range of primary sources from Latin America c. 1500–2000. Examining sources such as diaries, letters, essays, manuals, and political manifestos, members of the class will gain experience interpreting historical texts by placing them in their context. The course offers students a window into Latin American history through the close study of texts written by conquistadors, poets, nuns, and guerrilla fighters, among others. These sources touch on themes including colonial rule, independence and nation-building, and revolution, among other topics. Students actively participate in every class meeting through individual exercises, small group activities, and student presentations. Enrollment limited to 40. (E) {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### LAS 201 Colloquium in Latin American and Latino/a Studies
Topics course.

*Environmental Legacies and Ecological Futures of Latin America*
Latin America is often signaled as both a region of biological diversity and a space of daunting environmental degradation. This course explores the ecological and environmental relationships between nature and society in Latin America from pre-conquest to contemporary times. The overarching goal of the class is to examine socioenvironmental issues, integrating knowledge from the sciences and the humanities while giving students a chance to reflect on their disiplinary assumptions about critical issues such as ecological crises, the human perils of extractive industrial activities, environmental determinism, activism and environmental justice. Credits: 4
*Members of the department*
**Normally offered each academic year**

## United States

**History 265, 266 and 267 form an introductory sequence in United States history.**

### AFR 202 Topics in Africana Studies
Topics course.

*The Black Archive*
Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the 20th century. Enrollment limit of 20. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change
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
*Paul Joseph Lopez Oro*
**Expected to be offered in the next 3 years**

### AFR 335 Seminar: Free Blacks in the U.S. Before 1865
A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course addresses 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: AFR 117. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### AMS 302 Seminar: The Material Culture of New England, 1630–1860
This seminar examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, we explore the relationships between objects and ideas and the ways in which items of material culture both

individually and collectively convey patterns of everyday life. Admission by permission of the instructor. {A} {H} Credits: 4
*Barbara A. Mathews*
**Normally offered each spring**

### ARX 340 Taking the Archives Public

The capstone seminar brings together a cohort of concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The seminar readings focus 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 student completes an independent public history project that draws on primary sources and materials objects from local repositories. Enrollment limited to 15. {H} Credits: 4
*Kelly P. Anderson*
**Normally offered each spring**

### HST 262 (C) The History of the N-Word: Race, Violence and Language in the United States

The N-word is the great symbol of white supremacy in the United States. When spoken by African Americans, it emerges as a powerful symbol of anti-racist politics, verbal protest and artistic expression. What does the N-word really mean? How does it create a firestorm in certain contexts, but not others? In this interdisciplinary course, students explore history, film, literature, music and political debate to look closely at the histories of race and racism in the U.S. They also ask larger questions about how to talk about the N-word, "the atomic bomb of racial slurs," in the classroom and in public. {H} Credits: 4
*Elizabeth S. Pryor*
**Normally offered in alternate years**

### 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 passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with 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
*Members of the department*
**Normally offered each academic year**

### HST 266 (L) Emancipation and the Afterlife of Slavery

Examines the longevity of the U.S. Civil War in historical memory, as a pivotal period in the development of American racism and African American activism. Explores cutting-edge histories, primary source materials, documentaries, popular films, and visual and political culture. Explores the Civil War as a mass slave insurrection and studies the myriad meanings of Emancipation. Looks at the impact of slavery on race and racism on the twentieth and twenty-first centuries. {H} Credits: 4
*Elizabeth S. Pryor*
**Normally offered each academic year**

### 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
*Jennifer Mary Guglielmo*
**Expected to be offered in the next 3 years**

### HST 270 (C) Aspects of American History

Topics course.

*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 retentions 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
*Members of the department*
**Expected to be offered in the next 3 years**

*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, truancy, 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
*Members of the department*
**Normally offered in alternate years**

### HST 278 (C) Decolonizing U.S. Women's History 1848—Present

Survey of women's and gender history with women of color, working-class women and immigrant women at the center and with a focus on race, class and sexuality. This course is guided by the cultural and theoretical work of women of color feminists to decolonize knowledge, history, and the world. Topics include labor, racial formation, colonialism, imperialism, im/migration, popular culture, citizenship, education, medicine, war, consumerism, feminism, queer cultures, capitalism and neoliberalism. Emphasis on discussion and analysis of original documents. {H} Credits: 4
*Jennifer Mary Guglielmo*
**Normally offered in alternate years**

### HST 280 (C) Inquiries into United States Social History

Topics course.

*Im/migration and Transnational Cultures in US History*
Explores significance of im/migrant workers and their transnational social movements to U.S. history from the 19th century to the present. 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 and Brown Liberation, and anti-colonialism? Topics also include racial formation; criminalization, incarceration and

deportation; reproductive justice; and the politics of gender, sexuality, race, class and nation. {H} Credits: 4
*Members of the department*
**Normally offered each academic year**

## World History

### HST 236 (L) World History 1000–2000: The European Millennium?

A critical investigation of a thousand years of globalization, centering on China, Persia, and Britain. How did Europe, a mere cape of Asia, come to dominate much of the planet politically and culturally? Ventures by Vikings, Crusaders, conquistadors, missionaries, traders, settlers, revolutionaries, and feminists. How distinctive forms of family, state, religion, and economy participated in and grew out of imperialism. Open to all students. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 283 Urban Histories of the Global South

This course, focusing on the 19th and 20th centuries, will delve into the history of how marginalization happens in countries in the Global South. Treating poverty and wealth as the products of historical processes rather than as natural conditions for certain groups of people, we study how hierarchies are formed. The thematic/regional units covered span the Global South, including ethnicity in Latin America, modernity in the Middle East, and urban worlds in South Asia. This lecture course requires active participation from students, who will also be graded on an in-class presentation, two short papers, and a midterm and final. (E) {H} Credits: 4
*Rachel Grace Newman*
**Expected to be offered in the next 3 years**

### HST 288 Aspects of World History

Topics course.

*Childhood and Youth in the Global South*
This comparative course invites you to explore the history of childhood and youth in the Global South during the past five centuries. Questions we will ask include: What political and symbolic meanings have been attached to the categories of "child" and "youth" in different times and places? What are some of the lived experiences of young people around the world in their roles as workers, members of families, and targets of state policy? To what extent have children and youth been constrained by norms and institutions made by adults, and when have they been able to resist these strictures? (E) {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*The History of Borderlands in the Global South*
This colloquium focuses on the history of borderlands in the Global South. We read case studies about how borders were made and maintained as well as how ordinary people lived in borderlands places. This class emphasizes the spatial dimension of history, asking: How is power created or contested by dividing territories? What opportunities do the borderlands offer for making a living, resisting state projects, or forging hybrid identities? We use the lenses of gender, race, and nation to scrutinize differentiation within frontier societies. The final project involves using historical newspapers to write an essay about a particular borderlands region. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Seminars

### HST 301 Calderwood Seminar: Writing about 20th-Century Wars in Asia

How is historical memory made--and lost? Students in this Calderwood seminar will reflect upon and intervene in this process as they consider how the major wars of the mid-20th century have been remembered or forgotten in the public sphere. Our focus is on wars in Asia, most notably the Asia-Pacific theater of World War II followed by the supposedly "forgotten" war in Korea. Yet public knowledge about these wars is extremely limited in the United States. At the same time, war memories, particularly those surrounding World War II, are more contentious than ever across East Asia today. Prerequisites: Priority given to junior and senior history majors and those with a background on East Asia. {H} {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### HST 343 Seminar: Problems In World History

Topics course.

*Youth and Resistance in Global South*
This seminar explores the history of youth activists in the 20th century and prepares students to write a seminar paper on an aspect of youth or student politics of their choosing. We consider the constructed nature of "youth" and "student" identities as well as the spectrum of ideological commitments held by young people. In class, we discuss both university-focused activism and youth engagement that was connected to other social and political movements. The class will focus on the Global South (that is, Africa, most of Asia, Latin America, and the Middle East), allowing students to draw comparisons and explore thematically. Limited to juniors and seniors. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 350 Seminar: Modern Europe

Topics course.

*Research Methods in European Gender History*
Credits: 4
*Darcy C. Buerkle*
**Expected to be offered in the next 3 years**

*Gender, Race and the History of Human Rights in Post-1945 Europe*
This course takes as its focus histories of humanitarianism and the beginnings of internationalism, while attending to the history of relevant gendered and racialized logics. Final projects are developed early in the semester and informed by archival research. Limited to juniors and seniors. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 355 Seminar: Topics in Social History

Topics course.

*Gender, History and the Archive*
Advanced study of histories and theories of the archive and archival practices in gender and women's history in the modern period. Primary but not exclusive focus on European history. Students will complete a self-designed research project using archival sources. Limited to juniors and seniors. {H} {S} Credits: 4
*Darcy Buerkle*
**Normally offered in alternate years**

### HST 383 Seminar: Research in United States Women's History: Domestic Worker Organizing

This is an advanced research seminar in which students work closely with archival materials from the Sophia Smith Collection and other archives to explore histories of resistance, collective action and grassroots organizing among domestic workers in the United States, from the mid-18th century to the present. Domestic work has historically been done by women of color and been among the lowest paid, most vulnerable and exploited forms of labor. Your research will assist the National Domestic Workers Alliance, as they incorporate history into their political education curriculum and use history as an organizing tool in their current campaigns. Recommended: previous course in U.S. women's history and/or relevant coursework in HST, SWG, AFR, SOC, LAS, etc. Permission of the instructor required. Limited to juniors and seniors. {H} Credits: 4
*Jennifer Mary Guglielmo*
**Normally offered each academic year**

### 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. Limited to juniors and seniors and graduate students. Does not count for seminar credit in the history major. {H} Credits: 4
*Katherine H. Todhunter*
**Normally offered each fall**

### HST 399 Historical Pedagogy

This course is focused on the practice of teaching history at the college level. It is an independent course, but participation in it is also dependent on the students' roles as teaching assistants in HST 150. Key pedagogical themes and debates explored in the class include issues around student engagement, teaching research and writing, and what it means to help students learn to think historically. Students in the course will also develop their own research project centered on historical pedagogy as well as design their own course. Prerequisite: history major, permission of instructor. Credits: 4
*Members of the department*
**Normally offered each academic year**

### HST 400 Special Studies

By permission of the department. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

Admission to seminars assumes prior preparation in the field and is by permission of the instructor. In certain cases, students may enroll in 200-level HST colloquia for seminar credit with permission of the instructor.

# History of Science and Technology

**Advisers**
Robert Dorit, Ph.D., Professor of Biological Sciences
Nathanael Alexander Fortune, Ph.D., Professor of Physics
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Jeffry Lee Ramsey, Ph.D., Associate Professor of Philosophy, Director **2
Dale Renfro, Instructor, Clark Science Center—Center for Design/Fabrication

Smith's Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences and the natural sciences.

## 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

Same as ENG 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; the fundamentally transformative effects of electronic communication. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

HSC 211 Perspectives in the History of Science
Topics course.

*Pandemics*
How do we represent pandemics? How do these representations implicate science, politics and society? The prevalent 'contagion' frame is a story about seeing the microbe as the enemy, erasing or downplaying human agency and practices (especially the expansion into new ecosystems), and affirming epidemiology and medical science as the only solution. The frame carries over into politics and culture and provides a way to translate the science of contagious disease into social terms that influence the public and also public policy. This frame and others are used to explore past and current pandemics. {H}{S}
*Members of the department*
**Normally offered each spring**

### HSC 404 Special Studies

Credits: 4
*Members of the department*
**Normally offered each academic year**

## Cross-Listed Courses

### CHM 100 Perspectives in Chemistry

Topics course. Enrollment limit of 16.

*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 along with examples from the Smith College Museum of Art. Course meetings take place in the museum and consist of three hours of lecture, discussion and demonstration. Enrollment limited to 16. {A} {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### ANT 135 Introduction to Archaeology

Same as ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical technique 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. This course is 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
*Members of the department*
**Normally offered each academic year**

### ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis

Same as ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes "the human" is far from straightforward. This course examines the changing ways that "Anthropos" is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism, and the Anthropocene concept. Enrollment limit of 30. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 248 Medical Anthropology

This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer, the anthropological contribution to international health care and the training of physicians in the United States. Enrollment limited to 30. {N} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### FYS 193 Red Devil and Pink Ribbons: Representations and Refutations of Cancer

A cancer diagnosis immerses patients in specialized jargon, complex treatments, and contentious discourses. Pink Ribbons. Red Devil. "Fu*k Cancer." FOLFOX. The "good" cancer. "losing the battle." In this first-year seminar, we will interrogate cancer discourses, including common representations and refutations made by cancer patients and cancer experts. We will approach our topic by centering cancer patients, especially those who experience marginalization. Sources include essays, films, websites, brochures, letters, memoirs, art, fiction, journalism, plants, scientific data, and peer reviewed scholarship, and we will learn to strengthen our reading, writing, speaking, and research skills. Enrollment limited to 16 first-years. (E) WI {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GER 291 Topics in the Culture of Science and Technology of German-Speaking Europe

Topics course.

*Laboratories of Modernity 1800/1900*
This course investigates the interchange of ideas between the realms of the natural sciences, philosophy and literature, focusing primarily on the turns of the 19th and 20th centuries. We examine the important influence of scientific developments on cultural production during these pivotal periods, while at the same time exploring the cultural environments that fostered these scientific innovations. The emphasis is on modes of observation and the notions of the observing subject that they reflect. At the center of discussion are literary, scientific and philosophical texts—along with a few films—that negotiate the intersection of perception, documentation and communication. Readings include scientific, literary and aesthetic works from Goethe, Lessing, Lichtenberg, Lange, Nietzsche, Mach, Freud, Schnitzler and Benjamin. Readings and discussions in English. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### PHI 224 Philosophy and History of Scientific Thought

Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism; explanation; confirmation of theories and hypotheses; causes; and the role of values in science. {M} {N}
*Members of the department*
**Expected to be offered in the next 3 years**

### SWG 267 Queer Ecologies

What is learned by reading Queer Ecologies alongside Octavia Butler's Lilith's Brood? What does Over the Hedge have to do with environmental racism (Hamilton)? In short, these texts ask us to consider what it means to have a racialized and sexualized identity shaped by relationships with environments. We will ask: How is nature gendered and sexualized? Why? How are analytics of power mobilized around, or in opposition to, nature? We will investigate the discursive and practical connections made between marginalized peoples and nature, and chart the knowledge gained by queering our conceptions of nature and the natural. Enrollment limited to 18. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Italian Studies

**Professors**
Giovanna Bellesia, Ph.D., Chair
Anna Botta, Ph.D.

**Visiting Assistant Professor**
Marco Piana, Ph.D.

**Senior Lecturer**
Maria Succi-Hempstead, M.A.

**Lecturers**
Simone M. Gugliotta, Ph.D.

The Department of Italian Studies offers an immersion in Italian culture through courses in Italian language, translation theory, literature, cinema, immigration, design, culinary traditions, and Mediterranean studies.

Students planning to major in Italian studies and/or intending to spend a semester or a year in Italy should begin studying Italian as early as possible in order to meet all requirements and take full advantage of all academic and internship opportunities available abroad. No prior knowledge of the language is required upon entering Smith as most students begin learning Italian on campus.

## Study Abroad in Florence

**Advisers for Study Abroad:** Members of the Department

Students from all majors can apply to go on Study Abroad in Florence, preferably in their junior year, for one semester (fall or spring) or the whole academic year (two semesters). In order to be eligible, students must have completed at least three semesters of Italian language courses (or the equivalent) and must take ITL 250 or ITL 245 in the semester before joining the Study Abroad program.

Students who arrive at Smith with previous knowledge of Italian and have taken 245 before the Fall of their Junior year are required to take another Italian course approved by the department before going to Florence.

## The Major in Italian Studies

**Advisers:** Members of the Department

Please check with advisers for up-to-date information on Major/Minor Requirements.

**Requirements:** Ten semester courses in addition to the basis ITL 110 or ITL 111 (ITL 135 highly recommended). The following courses are compulsory for majors:

- ITL 220*
- ITL 250
- ITL 251**
- ITL 332 (Dante) and/or ITL 334 (Boccaccio) and ITL 335 (Boccaccio Discussion)
- One senior seminar normally taken during the senior year.

The rest of the courses can be chosen from the following

- 200/300 level courses
- ITL 235 counts toward the major only if taken twice (4 credits) or combined with ITL 275.

To count courses taken during Study Abroad towards our major, please submit a syllabus to the chair of the Department of Italian Studies for approval.

Up to two courses in English or Italian may be taken in other Smith departments/programs or in the Five Colleges. These courses will be chosen in accordance with the interest of the student and with the approval of the major adviser. Only courses whose main focus is on Italian culture can count for the Italian Studies major.

Relevant departments/programs include, but are not limited to: Art History, Film Studies, Classics, Education, History, International Relations, Linguistics, Religion, Government, American Studies, Music, Philosophy, and World Literatures.

All courses taught by Italian Department faculty members outside the Italian Department will also fulfill the major requirement (for instance, courses in WLT, FMS or FYS). Prior approval of the department is required.

Students considering graduate school in Italian Studies are strongly encouraged to take ITL 299 and WLT 300.

## The Minor in Italian Studies

**Advisers:** Members of the Department

A minor in Italian studies offers the student the opportunity to acquire the basic skills and reasonable knowledge of the Italian language as well as an overview of Italian culture. Furthermore, it offers students returning from study abroad the possibility to continue with Italian.

**Requirements:** Six semester courses in addition to the basis ITL 110 or ITL 111 (ITL 135 highly recommended). The following courses are compulsory for minors†

- ITL 220†
- ITL 245 and ITL 250 or ITL 251††
- One 300-level course taught in the Italian department at Smith College

The remaining courses can be chosen from the following:
Any FYS course taught by an Italian Studies Faculty member and 200/300-level courses taught in the Department of Italian Studies. *ITL 235 counts toward the minor only if taken twice (4 credits) or combined with ITL 275*. To count courses taken during Study Abroad towards our minor, please submit a syllabus to the chair of the Department of Italian Studies for approval.

## Honors in Italian Studies

Directors: Giovanna Bellesia, Anna Botta, Marco Piana

### ITL 430D Honors Project

This is a full-year course. Credits: 4
*Members of the department*
**Normally offered each academic year**

* Students arriving at Smith with previous knowledge of the language can be placed out of one or all of these courses. They still need to take ten (10) courses to complete the major.
** ITL 251 is only taught in Florence.

† Students arriving at Smith with previous knowledge of the language can be placed out of one or all of these courses. They still need to take six (6) courses to complete the minor.
†† ITL 251 is only taught in Florence.

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 with the only exception of ITL 111 which can be taken S/U ONLY by seniors.

### ITL 110Y Elementary Italian

One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 in the following year. Three class meetings per week plus required weekly multimedia work and a discussion session which meets outside class time. Enrollment limited to 30 per section. Students entering in the spring need permission of the department and must take a placement exam. In the second semester, students may change sections only with permission of the instructors. Course may not be taken S/U. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

### ITL 111 Accelerated Elementary Italian

One-semester course designed for students with a background in other foreign languages. It covers the material of the yearlong ITL 110Y in one semester. Three class meetings per week, plus required weekly multimedia work and a discussion session. Students should enroll in ITL 220 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. Course may be taken S/U ONLY by seniors. Enrollment limited to 30. Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

### ITL 135 Elementary Italian Conversation

Designed to support beginning Italian students and to help them 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: one semester of ITL 110 or ITL 111 or placement exam to ensure correct language level. Enrollment limit of 12 students per section. Credits: 2
*Members of the department*
**Normally offered each spring**

### ITL 220 Intermediate Italian

Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material constitute the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take a conversation course. Taking both courses strengthens students' confidence and ability to become proficient in Italian. Prerequisite: ITL 110Y or ITL 111 or permission of the department. {F} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### ITL 235 Intermediate Italian Conversation

Designed to support Intermediate Italian students to help them 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: two semesters of ITL 110 or placement exam to ensure correct language level. {F} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### 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 proficiency as well as appropriate use of formal and/or informal register. Prerequisite: ITL 235 (Intermediate Italian Conversation) or placement exam to ensure correct language level. {F} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as FRN/POR/SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 25. {F} {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### ITL 340 The Theory and Practice of Translation

This is a course for very advanced students of Italian with strong English language skills. It is a practical course in translation from Italian into English based on solid theoretical readings. It has a progressive structure; it includes literary and technical texts as well as a section on subtitling. During the second half of the semester students select a work for independent translation as the major component of their portfolio of translated work. Enrollment limited to 12. Permission of the instructor required. This course does not count as a senior seminar for Italian majors. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# B. Literature and Culture

The prerequisite for ITL 250 and ITL 251 is ITL 220. There is no prerequisite for ITL/GER 189, ITL 200, ITL 205 and ITL 281. ITL 332, ITL 334 and the Senior Seminar have no language requirement if taken without the Italian module. ITL/GER 369 has no language requirement. The prerequisite for ITL 345 is fluency in written and spoken Italian, and permission of the instructor.

### ITL 189 Thinking Transnationally: European Culture Across Borders

Same as GER 189. Introducing translated works by celebrated Portuguese-language writers, this course will explore themes of resistance, including resistance to dictatorship, patriarchy, slavery, racism, and colonialism, but also more ambivalent postures of resistance toward authority assumed within particular forms of expertise and knowledge productions and deployment. Discussing fiction by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Grada Kilomba (Portugal/Germany), and Nobel laureate José Saramago (Portugal), we will consider historical contexts, how their work resonates with our contemporary world, literature and fictionality as sites of resistance, and the sometimes fraught dynamics they reveal between authorship and authority. Conducted in English. (E) {H} {L} Credits: 2
*Members of the department*
**Normally offered each fall**

### ITL 200 Made in Italy: Italian Design and World Culture

Italian culture is internationally renowned for its attention to quality and craftsmanship. The course focuses on post-World War II culture and 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 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. S/U only. {A} {L} Credits: 2
*Members of the department*
**Normally offered each spring**

### ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture

This 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
*Members of the department*
**Normally offered each fall**

### ITL 245 Culture in Context: An Italian Immersion

This course offers an in-depth study of Italian culture to broaden the students' understanding of Italian history, literature, and customs. Through readings, discussions, interactions with native speakers and films, students will gain a good understanding of Italian society. This course also intends to further develop students' intermediate knowledge of the Italian language and prepare them for their study-abroad experience. Prerequisites: ITL 110Y or ITL 111 and ITL 220 or placement by the department. {F} {L} Credits: 4
*Members of the department*
**Normally offered each fall**

### ITL 250 Italian Commedia: Laughing Through the Centuries

A review of outstanding works in Italian literature, theater, and opera from the Middle Ages to the 1700s. Special attention will be given to modern stage performances in light of their cultural and social backgrounds. Prerequisite: ITL 220 or permission of the instructor. Taught in Italian. A separate discussion session is a required part of the course (ITL 250D). {F} {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### ITL250D Italian Commedia: Laughing Through the Centuries. Discussion session.

A discussion session to be taken concurrently with ITL250 as part of the ITL250 requirement. [F}{L} Credits:1
*Members of the department*
**Normally offered each spring**

### ITL 281 Italian Cinema Looks East

Western cultures have long been fascinated and puzzled by the East, and by China in particular. As critics such as Edward Said have long made clear, from the late medieval period until the 19th century the encounter between the West and China has also been predominantly one-sided. One of the earliest encounters was through the well-documented travels of the Venetian merchant Marco Polo. Seven centuries later, Italian film directors seem to have continued that tradition and have been among the first Westerners to make full-length films in the People's Republic of China. By examining Italian films made in China and, more recently, films made in Italy about Chinese immigrants, we examine changing cultural perceptions about China and how ideological assumptions manipulate cinematic production and experiences. Taught in English. The course can be taken to fulfill WLT and FMS major requirements. (E) {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 332 Dante's *Inferno*

Detailed study of Dante's *Inferno* and Medieval culture. Conducted in English. A separate discussion session in Italian (ITL 332D) is a required part of the course for Italian majors and minors. Five credits if combined with ITL 332D. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 332D Dante's *Inferno*—Italian Language Discussion

Conducted in Italian. Must be taken concurrently with ITL 332. Enrollment limited to 18 senior Italian majors and minors, and to others by permission of the instructor. {F}{L} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 334 Boccaccio: Decameron

An in-depth thematic study of Boccaccio's literary masterpiece, Decameron, including its style, structure and historical context. Particular attention will be devoted to Boccaccio's singular interest in how imagination effectively combats the various constraints and even tragic aspects of life, such as the plague or certain forms of social, political, psychological oppression. Conducted in English. Open to all juniors and seniors. A separate, one-credit discussion session in Italian (ITL 335) is a required part of the course for Italian majors and minors. Five credits if combined with 335. {F} if taken with 335. {L}Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 335 Boccaccio: Decameron—Italian Language Discussion

Conducted in Italian. Must be taken concurrently with ITL 334. Enrollment limited to 18 senior Italian majors and minors, and to others by permission of the instructor. {F}{L} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 344 Senior Seminar: Italian Women Writers

Topics course.

*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 Natalia Ginzburg, Elsa Morante, 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 20 years by contemporary women immigrants. Limited enrollment. Permission of the instructor required. Conducted in Italian or English, depending on enrollments. When taught in English, a separate discussion session in Italian (ITL 345) is a required part of the course for Italian majors and minors. Five credits when combines with ITL 345. {L} If taken when it is taught in Italian or taken concurrently with ITL345, it is {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 345 Senior Seminar: Italian Women Writers – Topics course.

Conducted in Italian. Must be taken concurrently with ITL 334. Enrollment limited to 18 senior Italian majors and minors, and to others by permission of the instructor. {L} {F}Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### ITL 369 Transnational Encounters.

Topics Course. Same as GER 369.

*Remapping the Histories of German and Italian Cinemas from a Transnational Perspective*

The transnational perspective allows us to rewrite the vertical histories of national cinemas across borders and times by looking at those histories as enmeshed within the transversal network of the films' international reception and adaptation. In which ways do contemporary Chinese or Iranian neorealist-inspired films make us revisit neorealism? How can cinema open a window on a country's history while appealing to international audiences? The course will focus on key historical moments such as the post-WWII reconstruction, representations of the Holocaust, urban transformations, the "Years of Lead" / "German Autumn," immigration, and the climate crisis. Conducted in English. The course can be taken to fulfill GER, ITL, FMS, and WLT major requirements. {A} {L} Credits: 4

*Members of the department*

**Normally offered each academic year**

### ITL 400 Special Studies

For qualified juniors and senior majors only. Admission by permission of the instructor and the chair. Credits: 1–4

*Members of the department*

**Normally offered both fall and spring semesters**

# Cross-Listed Courses

### FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/SPN/POR 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 16. (E) {F} {S} Credits: 4

*Members of the department*

**Normally offered each fall**

### FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first-year students. WI Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

Examining Italian cinema from neorealism to today, this course investigates 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 study the Italian pinups of postwar cinema, the Latin lover figure, representations of Fascism, the Bel Paese myth, portraits of the lower classes and the immigrants. Directors include Antonioni, Bertolucci, De Santis, De Sica, Germi, Rohrwacher, Rosi, Segre, Sorrentino, and Visconti. Conducted in English. Films with English subtitles. This course counts toward the film and media studies and Italian studies majors. Enrollment limited to 16 first-year students. WI {A} {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### POR 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/SPN/FRN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F} {S} Credits: 4

*Members of the department*

**Normally offered each fall**

### SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/POR/FRN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 25. {F} {S} Credits: 4

*Members of the department*

**Normally offered each fall**

### WLT 341 Calderwood Seminar– Mobilities: How People, Goods and Information Cross Borders

In an age of increased movement and connectivity, how can we envision individuals, objects, and ideas as mobile units, circulating across space, time, and media? How might we reflect on the competing forces of cultural resistance and homogenization? This Calderwood seminar challenges upperclass students in an intimate workshop setting to develop critical skills in realtion to globalization, and to build upon knowledge derived from previous coursework and experiential learning (including study abroad and internships).

Classes will include collaborative editing workshops and activities to build a writing foundation in public discourse (blog posts, editorials, abstracts, interviews, exhibition texts, and film reviews). No prerequisite although it is a course geared to upper-class students. WI {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Jewish Studies

**Jewish Studies Advisory Committee**
Ernest Benz, Ph.D., Associate Professor of History **1, *2
Silvia Berger, Ph.D., Senior Lecturer in Spanish and Portuguese
Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and Comparative Literature, Director
Joanna Caravita, Ph.D., Lecturer in Modern Hebrew Language
Lois C. Dubin, Ph.D., Professor of Religion
Joel S. Kaminsky, Ph.D., Professor of Religion †1
Ellen Wendy Kaplan, M.F.A., Professor of Theatre **1

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 (or another Jewish language) as soon as possible. Completion of JUD 102 or equivalent is required before beginning a semester of study in Israel.

## The Major

**Advisers:** Ernest Benz, Silvia Berger, Justin Cammy, Joanna Caravita, Lois Dubin, Joel Kaminsky, Ellen Kaplan

The major in Jewish studies comprises 10 semester courses.

### A. Basic Requirements

1. Basis: JUD 125 The Jewish Tradition (same as REL 125), normally taken in a student's first or second year.
2. Language: JUD 101 and JUD 102 Elementary Modern Hebrew I and II. Students who arrive at Smith with the equivalent of a half-year of college-level Hebrew may petition for exemption from JUD 101. Those who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from JUD 102 as well; in such cases, they are strongly encouraged to continue their study of Jewish languages. Exemption from JUD 101 or JUD 102 does not reduce the requirement to take ten semester courses for the major.

### B. Breadth Requirement:

Six further courses from the categories Language, The Bible and Classical Texts, Religion and Thought, History and Politics, and Literature and the Arts. In keeping with the multidisciplinary character of Jewish Studies, these six courses must be drawn from at least three of the following four categories: The Bible and Classical Texts, Religion and Thought, History and Politics, and Literature and the Arts. Students can expect advisers to work closely with them to select courses that cover the chronological sweep of Jewish civilization from biblical times to the present.

### C. Capstone Requirement:

Seminar or research-intensive Special Studies
One seminar from the Program's approved list of courses (for example, JUD 362, REL 310, REL 320) or a research-intensive JUD 400 Special Studies, in which a student investigates an advanced topic under the direction of a faculty supervisor.

### Additional Guidelines

1. No course counting toward the major shall be taken with the Satisfactory/Unsatisfactory grading option.
2. In addition to JUD 125 (same as REL 125), JUD 101 and JUD 102, no more than two courses at the 100 level shall count toward the major.
3. Although JUD 102 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 201 Readings in Modern Hebrew Language; JUD 400 special studies in language. A student may continue 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 Junior Year Abroad Programs or on other approved programs for study away may count toward the major. A student's petition to count such courses must be approved by the major adviser and the Jewish Studies Program after the course has been completed.
5. With the approval of her adviser, a student may count one Smith College course from outside the approved list of Jewish Studies courses toward the major, when that course offers a broader comparative framework for Jewish Studies. In such a case, the student writes at least one of her assignments for the course on a Jewish Studies topic.

## Honors

**Director:** Ernest Benz

#### JUD 430D Honors Project

Full-year course offered each year. Credits: 8 for year-long course.
**Normally offered each academic year**

**Requirements for the honors major:** Eleven 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 will normally have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work and have her thesis topic and application 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:**
A total of five courses:
1. JUD 125 (same as REL 125) or JUD 102, as the basis of the minor;
2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, The Bible and Classical Texts, Religion and Thought, History and Politics, and Literature and the Arts).

# 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

# Courses Counting Toward the Jewish Studies Major and Minor

## I. Basis

| | |
|---|---|
| JUD 125 | The Jewish Tradition |

## II. Language

| | |
|---|---|
| JUD 101 | Elementary Modern Hebrew I |
| JUD 102 | Elementary Modern Hebrew II |
| JUD 200 | Intermediate Modern Hebrew |
| JUD 201 | Readings in Modern Hebrew Language |

## III. The Bible and Classical Texts

| | |
|---|---|
| FYS 117 | The Bible and the American Public Square |
| REL 112 | Introduction to the Bible I |
| REL 211 | What Is the Good Life? Wisdom from the Bible |
| REL 213 | Social Justice in the Hebrew Bible |
| REL 214 | Women in the Hebrew Bible |
| REL 310 | Seminar: Hebrew Bible |
| | *Why Do the Innocent Suffer?* |
| | *Sibling Rivalries: Israel and The Other* |

## IV. Religion and Thought

| | |
|---|---|
| JUD 229 | Judaism and Environmentalism |
| REL 110 | Colloquia: Thematic Studies in Religion |
| | *The Holy Land* |
| REL 201 | Ritual: Performance and Paradoxes |
| REL 221 | Philosophers and Mystics |
| REL 226 | Gender, Power, and Bioethics in Rabbinic Literature |
| REL 320 | Seminar: Jewish Religion and Culture |
| | Judaism, Feminism and Religious Politics in the U.S. |

## V. History and Politics

| | |
|---|---|
| GOV 248 | The Arab-Israeli Dispute |
| HST 243 (C) | Reconstructing Historical Communities |
| HST 246 (C) | Memory and History |
| HST 350 | Seminar: Modern Europe |
| | *Gender and Histories of the Holocaust* |
| JUD 115 | What Matters |
| JUD 210 | Jewish Studies in the Field |
| JUD 235 | Perspectives on the Arab-Israel Conflict |
| JUD 284 (C) | The Lost World of East European Jewry, 1750–1945 |
| JUD 287 | The Holocaust |
| JUD 288 | History of Israel |
| JUD 362 | Seminar in Jewish Studies |
| | *Yiddishland* |
| | *The Last Great Yiddish Poet* |
| | *Blacks and Jews* |
| MES 235 | Perspectives on the Arab-Israel Conflict |
| REL 223 | The Modern Jewish Experience |
| REL 227 | Women and Gender in Jewish History |

## VI. Literature and the Arts

| | |
|---|---|
| ENG 230 | American Jewish Literature |
| FYS 186 | Israel through Literature and Film |
| GER 230 | Topics in German Cinema |
| | *Nazi Cinema* |
| GER 241 | Jews in German Culture |
| JUD 110 | Introduction to Yiddish Culture |
| JUD 230 | American Jewish Literature |
| JUD 253 | Queer Jews |
| JUD 259 | Jews and American Popular Culture |
| JUD 260 | Yiddish Literature and Culture |
| JUD 263 | The Jewish Graphic Novel |
| SPN 230 | Latin American and Peninsular Culture and Society |
| | *Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv* |
| SPN 245 | Latin American and Peninsular Studies |
| | Jewish Women of the Muslim Mediterranean |
| SPN 246 | Latin American Literature and Culture |
| | *Through the Jewish Lens: A Latin American Story* |
| THE 208 | American Musical Comedy: From Gershwin to Sondheim |
| THE 241 | Staging the Jew |
| WLT 218 | Holocaust Literature |
| WLT 277 | Jewish Fiction |

## Basis

### JUD 125 The Jewish Tradition

Same as REL 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary, and cultural perspectives, organized around different themes. {H} {L} Credits: 4

*Members of the department*

**Normally offered each academic year**

## Language

### JUD 101 Elementary Modern Hebrew I

The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. No previous knowledge of modern Hebrew is necessary. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. Credits: 5

*Joanna Caravita*

**Normally offered each fall**

### JUD 102 Elementary Modern Hebrew II

The second half of a two-semester sequence introducing 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

are 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. Prerequisite: JUD 101 or equivalent. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. {F} Credits: 5
*Joanna Caravita*
**Normally offered each spring**

### JUD 201 Readings in Modern Hebrew Language

The course will focus on practical skills necessary to decipher, comprehend and translate Hebrew literature, music, film, television, or print media. The course will be organized around topics suited to student interests and language level as ascertained by the instructor, such as colloquial Hebrew used in everyday situations. Prerequisite: JUD 102 or equivalent, or permission of the instructor. Can be repeated with a different topic.

*Reading Hebrew Literature*
This course focuses on acquiring and enhancing proficiency and communicative skills in Hebrew through the reading and discussion of selections of Modern Hebrew literature in the original language. {F2} Credits: 2
*Members of the department*
**Normally offered in alternate years**

*Everyday Hebrew*
The course will be organized around topics suited to student interests and language level with a focus on colloquial Hebrew used in everyday situations. Prerequisite: JUD 102 or equivalent, or permission of the instructor. {F2} Credits: 2
*Members of the department*
**Normally offered in alternate years**

The Program in Jewish Studies at Smith College partners with the Department of Judaic and Near Eastern Studies at the University of Massachusetts to offer Smith students a full complement of courses to bring them to advanced proficiency in modern Hebrew. Normally, students who have completed JUD 102 at Smith College will enter UMass Hebrew 230 in the fall and follow it with UMass Hebrew 240 in the spring. Smith students will not have to travel to UMass if they enroll in this course; they will be able to participate in the class through video-conference at Smith. For more information on the Hebrew program, or if you have a question about language placement, please contact Joanna Caravita.

Students interested in Yiddish language should contact Justin Cammy. Smith students regularly enroll in intensive Yiddish summer programs, both domestically and abroad.

## The Bible and Classical Texts

### FYS 117 The Bible and the American 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. WI {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 112 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
*Members of the department*
**Normally offered each academic year**

### REL 211 What Is the Good Life? Wisdom from the Bible

Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.) as well as some of the shorter narrative and poetic texts in the Writings such as Ruth, Esther and Song of Songs. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 214 Women in the Hebrew Bible

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. (E) {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 310 Seminar: Hebrew Bible

Topics course.

*Why Do the Innocent Suffer?*
Many biblical texts question whether God consistently rewards the righteous and punishes the wicked. Prominent examples include Job, Ecclesiastes and certain Psalms, but similar ideas occur in the Torah and the Prophets. While focusing most deeply on Job, this course introduces students to an array of biblical and ancient Near Eastern texts, as well as some post-biblical and even modern literature, to illuminate the Hebrew Bible's discourse surrounding this issue. {H} {L} Credits: 4
*Joel S. Kaminsky*
**Expected to be offered in the next 3 years**

## Religion and Thought

### JUD 229 Judaism and Environmentalism

Explores the relationship between environmentalism and ecological thinking in Jewish religious, philosophical, mystical, ethical, and literary texts and practices. How has religion, both historically and now, encouraged or impeded ecologically mindful lives? Can an intellectual, spiritual, and activist vocabulary invest environmental awareness with religious meaning and purpose? Includes guest lectures by local figures in the Jewish environmental movement. Students interested in other religious or secular traditions are invited to pursue a comparative final project. No prerequisites. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 201 Ritual: Performance and Paradoxes

A central feature of religious traditions and lived religious experience, ritual is often thought of as repetitive, unchanging, and prescriptive. Yet, enacted rituals are often open-ended and allow considerable room for creativity and innovation. Through embodied action and symbolic drama, rituals serve complex functions of making meaning, deepening spirituality, performing cultural identity, and advocating for social change. In this course, students will study various theories of ritual and examine ritual practices (religious and

secular) in diverse traditions and societies. For their final project, students will themselves participate in the process of ritualizing—that is, crafting new rituals. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 221 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
*Members of the department*
**Normally offered in alternate years**

## History and Politics

### JUD 115 What Matters
Explores pressing questions at the heart of Jewish Studies from multiple theoretical, historical, political, cultural and artistic perspectives. Students may take the course as many times as they wish, so long as it is a different topic. Topic for fall 2021 Members of the Program in Jewish Studies will talk with students about how their research and teaching animates not only their interpretation of Jewish histories and cultures but also their understanding of contemporary events and their role as global citizens. {H} {L} Credits: 1

*Antisemitism*
What is antisemitism? How has antisemitism persisted and morphed into new forms in different societies and conditions? How does current antisemitism resemble and interact with other forms of racism, xenophobia, nationalism, and white supremacy? {H} {L} Credits: 1

### JUD 210 Jewish Studies in the Field
Enables students to focus on the intersection of Jewish Studies and a topic of regional, national, or global concern through intensive field study. Instructor permission only. {H} {S} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 235 Perspectives on the Arab-Israel Conflict
Same as MES 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### JUD 284 The Lost World of East European Jewry, 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 the shifting effects on Jews in Russian, Soviet and Polish society of tsarist legislation, Revolution, Sovietization and the emergence of the nation-state; the development of folkways and domestic culture; competition between new forms of ecstatic religious expression and Jewish enlightenment; the rise of mass politics (Zionism, Socialism, Communism, Diaspora Nationalism, Yiddishism); the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of modern Jewish identities; and the tension between memory and nostalgia in the aftermath of the Holocaust. Enrollment limited to 18. {H} Credits: 4
*Justin Cammy*
**Normally offered each academic year**

### JUD 287 The Holocaust
The history of the Final Solution, from the role of European antisemitism 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
*Members of the department*
**Normally offered in alternate years**

### JUD 288 History of Israel
Looking to make better sense of today's headlines? A historical survey of the State of Israel, from the pre-state origins of Zionism in the late 19th century to the present. Interpretation of Israeli political and cultural history through analysis of primary sources, literature and film, and debates over how history is written, and by whom. Places discussions about Zionism and Israel within the broader histories of Europe, Judaism, Palestine, and the Middle East. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 362 Seminar in Jewish Studies
Topics course.

*Yiddishland*
Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. Students take part in a class field trip to Poland and Lithuania over March break. Enrollment by instructor permission. {H} {L} Credits: 4
*Justin Cammy*
**Expected to be offered in the next 3 years**

*Blacks and Jews*
In this moment of American racial reckoning, our seminar this semester focuses on two interrelated themes: representations of Blackness in Jewish American literature and the racialization of Jewishness in the popular imagination. How do conversations about whiteness, privilege, racism, and antisemitism occlude broader histories of minoritization in the United States? No prerequisites. Enrolment by permission of the instructor. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 248 The Arab-Israeli Dispute
This course investigates the causes and consequences of the Arab-Israeli conflict as well as the viability of efforts to resolve it. We consider the influence of Great Power politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence, as well as broader questions of human rights, national identity and international governance. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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 recreates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 235 Perspectives on the Arab-Israel Conflict

Same as JUD 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. {H} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### REL 223 The Modern Jewish Experience

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### REL 227 Women and Gender in Jewish History

An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender, and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? How did real and idealized roles of Jewish men shape life for Jews of all genders? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America, and the Middle East. {H} {S} Credits: 4
*Lois C. Dubin*
**Expected to be offered in the next 3 years**

## Literature and the Arts

### JUD 110 Introduction to Yiddish Culture

An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 230 American Jewish Literature

Same as ENG 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficient for contemporary gatekeepers of diversity? No prerequisites. {H} {L} Credits: 4
*Justin Cammy*
**Normally offered in alternate years**

### JUD 253 Queer Jews

Examines histories, representations, and creative output of Jews who identify beyond the bounds of normative gender and sexuality categories, as well as the idea of Jewishness as itself a "queer" set of histories and perspectives. Organized thematically around such topics as hybridity, "passing," and the gendered Jewish body from the Torah to contemporary television. Students will conceptualize an emerging, collective queer Jewish genealogy and analyze representations of Jewish queerness and queer Jewishness across vast bodies of scholarship and modes of cultural production. {H} {L} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 259 Jews and American Popular Culture

Jews' contributions to American popular culture over the past two centuries, from Emma Lazarus's verse on the Statue of Liberty to Jill Soloway's television series Transparent. Negotiating identity within different popular media, with attention to specific Jewish communal rhythms and to the American social, political, and cultural climate. Traces concerns of Jewish American identity in such forms as graphic art, comedy, music, film, theater, and poetry. Topics include immigrant self-fashioning, inter-generational family dynamics, ambivalence around acculturation, Holocaust memory and Old World nostalgia, and the subversive wit of confessional, postmodern voices. (E) {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 260 Yiddish Literature and Culture

From dybbuks and schlemiels to radicals and revolutionaries, Yiddish literature and culture are more than Fiddler on the Roof. Explores Yiddish stories, novels, poetry, and drama as a site for political activism, ethnic performance, and creative expression in tsarist and revolutionary Russia, interwar Poland, and immigrant America. Why did Yiddish so often find itself at the bloody crossroads of art and politics? How have post-Holocaust engagements with Yiddish memorialized not only a lost civilization but also re-imagined a homeland in language? All texts in translation. No prerequisites. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### JUD 362 Seminar in Jewish Studies

Topics course.

*The Last Great Yiddish Poet*
"What will Remain?", asks Avrom Sutzkever, the most influential Yiddish poet of the 20th century. How does writing provide spiritual nourishment in times of crisis? Significant attention to the dynamic world of Yiddish culture in interwar Poland, to Sutzkever as poet of the Vilna ghetto and resistance fighter, and to post-Holocaust poetry simultaneously performing the work of memory and creative rebirth. No background in Yiddish expected; all materials available in translation. Open to juniors and seniors, and by petition to the instructor. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 230 American Jewish Literature

Same as JUD 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 1960s radicalism and Black-Jewish relations; after-effects of the Holocaust; and contemporary literary controversies. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficiently multicultural for gatekeepers of diversity? No prerequisites. {L} Credits: 4
*Justin Cammy*
**Expected to be offered in the next 3 years**

### FYS 186 Israel through Literature and Film

How do literature, film, and television about Zionism and the State of Israel represent and interpret tensions between sacred and secular; exile and homeland; indigenous and colonial; language and identity; and the conflict between Jews and Palestinians? What is the role of a nation's writers in constructing its founding myths and challenging its political and social realities? Readings from Hebrew, German, Arabic, and English, all in translation. Enrollment limited to 16 first-year students. WI {L} {H} Credits: 4
*Justin Cammy*
**Expected to be offered in the next 3 years**

### SPN 246 Latin American Literature and Culture

Topics course. May be repeated with a different topic.
Normally offered each academic year.

*Through the Jewish Lens: A Latin American Story*
This course will examine representations of the Jewish-Latin American experience through the study of 20th- and 21st-century texts and films. It will explore how recent authors and filmmakers present issues concerning this minority group's identity and belonging. Special attention will be given to images of Jews and Jewish history as expressions of current social and political concerns. Texts will be in Spanish and in Spanish translations from Portuguese. Movies, in both languages, will be shown with subtitles. Fulfills the writing requirement for the major. Prerequisites: SPN 220 or above. Enrollment limited to 25. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### THE 208 American Musical Comedy: From Gershwin to Sondheim

The course examines the roots of the American musical as a seminal theatrical form, with its own distinctive venues and styles; we pay particular attention to the socio-cultural factors that made the American musical stage a locus for identity-formation. The history of the American musical is deeply intertwined with the assimilationist project, particularly among Jewish-Americans, who were highly instrumental in its development. The economics of theatrical production in the early 20th century, along with the rise of a burgeoning middle class with time for leisure (a new phenomenon), gave rise to a "popular" form of musical theatre—the musical comedy—that was instrumental in creating what became "show business." {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### THE 241 Staging the Jew

Intensive study of selected plays from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Texts challenge prevailing intragroup definitions; others offer positive and reinforcing viewpoints or utilize strategies such as self-stereotyping to promote group cohesion. We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black-Jewish relationships explored on stage; and selected texts on the Israeli experience. The course includes a four-week collaboration with student peers at the University of Kurdistan/Hewler exploring polycultural perspectives on how complex and intersecting national, political, religious, gendered, social and personal identities are constructed and represented. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 218 Holocaust Literature

What is a Holocaust story? How does literature written in extremis in ghettos, death camps, or in hiding differ from 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 genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums), and critical theories of representation. All readings in translation. No prerequisites. {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### WLT 277 Jewish Fiction

What is the relationship between the homeless imagination and imagined homecomings, political upheaval and artistic revolution, the particularity of national experience and the universality of the Jew? Focuses on four masters of the 20th-century short story and novel: Franz Kafka's enigmatic narratives of modern alienation; Isaac Babel's bloody tales of Revolution; Isaac Bashevis Singer's Yiddish demons and Nobel prize laureate S. Y. Agnon's neo-religious parables of loss and redemption. All readings in translation; open to any student with a love of great literature. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

# Special Studies

### JUD 400 Special Studies

Advanced research or language study, conducted by a faculty member in Jewish studies. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

# Landscape Studies

Steven Thomas Moga, Ph.D, Associate Professor of Landscape Studies, Director
Reid W. Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies

**Associated Faculty**
Alice L. Hearst, Ph.D., J.D., Professor of Government
Barbara A. Kellum, Ph.D., Professor of Art
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Jesse Bellemare, Ph.D., Associate Professor of Biological Sciences
Elisa Kim, M.Arch., Assistant Professor of Art [†1]
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Tim Johnson, Director, Botanic Garden

Landscape studies is a multidisciplinary exploration of people and place—that is, a cultural as well as physical construction of the material world that is both imagined and designed. The minor offers approaches to the study of the built environment, with perspectives from the arts and humanities, social sciences, and sciences, including architecture, landscape architecture and urban planning.

## The Minor

The minor consists of six courses (24 credits or more), to be chosen in consultation with a landscape studies adviser.

**Requirements** for all minors include:

1. A one-semester introductory course: LSS 105 or an equivalent approved by the program, such as FYS 141, FYS 151, LSS 100 with LSS 200, or LSS 100 taken twice
2. LSS 245, LSS 255, or an equivalent methods course approved by the program.
3. One course in arboriculture, botany, ecology, geomorphology, horticulture, or hydrology, or an equivalent approved by the program.
4. LSS 300, LSS 315, LSS 389, or an equivalent 300-level seminar or advanced studio course approved by the program.

Students select at least two other courses from the of cross- ed and related courses, in consultation with the LSS minor adviser. We encourage students to identify one of the following focus areas, in consultation with the minor adviser:

- Arts, Literature, and the Built Environment
- Cultural Landscapes and Heritage Conservation
- Environmental Planning and Sustainability
- Landscape Architecture and Ecological Design
- Urban Studies and Planning

**Advisers**
Reid Bertone-Johnson, Wright Hall 108, rbertone@smith.edu, ext 3328
Steven Moga, Wright Hall 111; smoga@smith.edu, ext 3145

### 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
*Members of the department*
**Normally offered each spring**

### LSS 200 Landscape, Environment, and Design

LSS 200 is a credit linked colloquium to complement the LSS 100 series. Students will engage with the LSS 100 lectures more deeply via weekly class discussions, writing of synthesis papers, and presentations. LSS 200 is intended to provide interested students with an opportunity to grapple critically with topics raised in LSS 100 lectures and thoughtfully make connections between disparate lectures and their broader academic experiences. {A} {S} Credits: 2
*Members of the department*
**Normally offered each spring**

### 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 Thomas Moga*
**Normally offered each fall**

### LSS 110 Interpreting New England Landscape

Spend one week of your J-term at the Smith College Ada & Archibald MacLeish Field Station in Whately, Mass. This course will encourage students to experience the natural cultural history of the New England landscape and to develop educational activities that explore ways of sharing the significance of MacLeish (and the broader New England landscape) with a variety of audience types. The week concludes with a visit by local 6th graders eager to learn from you! This course is ideal for anyone interested in learning more about the ecology of New England and its history and those with interests in environmental and experiential education. Enrollment limit of 10. (E) Credits: 1
*Members of the department*
**Normally offered each interterm**

### LSS 230 Urban Landscapes

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 environmentals, 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. {A} {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### LSS 240 Cultural Landscapes and Historic Preservation

Debates over the meaning, interpretation and management of unique, artistic, historic and/or culturally significant places 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. {A} {H} {S} Credits: 4

*Members of the department*

**Normally offered each spring**

### LSS 245 Place Frames: Photography As Method In Landscape Studies

Photography and landscape are intertwined. Scholars, design professionals, artists, and journa s use photographs as evidence, as a means of representing sites, as a design tool, as source material for project renderings, and as documentation. This course focuses on how photography is a part of field observations and research techniques, how photographs are used in landscape studies, and how text and image are combined in different photographic and scholarly genres. Students will take photographs and examine the photographs of landscape architects, urbanists, artists, and journalists. Field exercises are combined with workshops, discussions, and research at the Smith College Museum of Art. Enrollment limit of 15. {A} {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### 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

*Members of the department*

**Expected to be offered in the next 3 years**

### LSS 255 Art and Ecology

Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students design a series of projects that explore the potential for melding art and ecology. Enrollment limited to 14. {A} {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### LSS 260 Visual Storytelling: Graphics, Data and Design

Communicating with images is different than communicating with words. By learning how the eye and brain work together to derive meaning from images, students take perceptual principles and translate them into design principles for effective visual communication. Course lectures, readings, and exercises cover graphic design, visual information, information graphics and portfolio design. Students are introduced to graphic design software, online mapping software and develop skills necessary to complete a portfolio of creative work or a visual book showcasing a body or research. By permission of the instructor. Enrollment limited to 12. (E) {A} Credits: 4

*Reid W. Bertone-Johnson*

**Expected to be offered in the next 3 years**

### 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

*Steven Thomas Moga*

**Expected to be offered in the next 3 years**

### LSS 315 Urban Ecological Design

This advanced-level seminar course examines how designers and planners have theorized the interaction of natural processes and human-constructed systems in cities. Major themes include: how planners, architects, landscape architects, and engineers put ecological knowledge and scientific expertise into action to address complex problems; how an ecologically-based reading of the urban landscape differs from typical approaches to city design; relationships between land form, land use, and built environment; and, critiques, challenges, and adaptations of ideas of urban nature and "design with nature" over time. Topics may include waterfront planning and sea-level rise; urban infrastructures; access to parks and open spaces; combined sewer overflows (CSOs) and urban water quality; and heat, health, and urban forestry. {H} {S} Credits: 4

*Steven Thomas Moga*

**Expected to be offered in the next 3 years**

### LSS 389 Broad-Scale Design and Planning Studio

Same as ARS 389. This class is 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 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 ARU majors. Enrollment limited to 14. {A} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### LSS 400 Special Studies

Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in landscape studies-related fields. May be taken in conjunction with LSS 300 or as an extension of design work begun during or after a landscape studies or architecture studio. Credits: 1–4

*Members of the department*

**Normally offered both fall and spring semesters**

# Cross-listed Courses

## Approved Methods Courses

The following courses meet requirement #2.

### ANT 200 Research Methods in Anthropology

This course introduces students to the variety of methods of inquiry used for research in anthropology. Throughout the semester, students are introduced to methods of locating and analyzing information and sources, developing research questions and writing. Normally taken in the spring of the sophomore or junior year. Prerequisite: 130 and permission of the instructor. Enrollment limited to 20 anthropology majors. {S} Credits: 4
*Suzanne K. Gottschang*
**Normally offered each spring**

### ANT 221 Thinking from Things: Method, Theory, and Practice in Archaeology

This course focuses on how archaeologists study "things" (objects, activity areas, buildings, and cultural landscapes) to gain insights into past human behavior. We explore the theoretical foundations of archaeological research, methods used to analyze and interpret material culture, and the ethical and legal considerations of practicing archaeology in the United States and abroad. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development, and community engagement. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ANT 249 Visual Anthropology

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention is paid to issues of representation, authority, authenticity, and circulation of visual materials. Enrollment limited to 30. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 257 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 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
*Members of the department*
**Normally offered in alternate years**

### 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. {A} {H} Credits: 4
*Evangeline M. Heiliger, Kevin L. Rozario*
**Normally offered each fall**

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

This seminar examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, we explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Admission by permission of the instructor. {A} {H} Credits: 4
*Members of the department*
**Normally offered each spring**

### ARH 150 What is Architecture?

What kinds of places do people call home, and where do they choose to bury their dead? How have communities marked their territories, or cities reshaped landscapes? What does it mean to enshrine the sacred, to nurture civic gardens, or to create a consumer paradise—in 8th-century Spain or 11th-century New Mexico, 19th-century Beijing or contemporary Dubai? Working across cultures, and from antiquity to the present, this class highlights both global and distinct, local perspectives on the history of architecture and the built environment. Enrollment limited to 40. {A} {H} Credits: 4
*Members of the department*
**Normally offered each fall**

### ARH 258 The Arts in 18th-Century France

A study of painting, sculpture, architecture, urban and landscape design, printmaking and the luxury arts in France, from the last years of Louis XIV's reign to the French Revolution. Recurring themes include artists' training and careers; academies, aesthetics, and art theory; art criticism and the viewing public; collecting and display; patronage; and the relationship of art to politics, literature and science. France's pacesetting role in contemporary art will be explored by looking beyond its borders to other courts — among them Bourbon Naples, some German-speaking principalities, Great Britain, Russia, Spain, and Sweden — and to the French Atlantic world. Group A, Counts for ARU {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ARS 163 Drawing I

An introduction to visual experience through a study of the basic elements of drawing. Basic class materials are supplied to students of this course. Students may require additional supplies, and the individual student will be responsible for the purchase of additional supplies. Enrollment limited to 18. {A} Credits: 4
*Alexis A. Callender, Katherine E. Schneider*
**Normally offered both fall and spring semesters**

### 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 is on both

studio work and class discussion. A major topic is the development of independent projects and practice. Basic class materials are supplied to students of this course. Students may require additional supplies, and the individual student will be responsible for the purchase of additional supplies. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: ARS 163 or permission of the instructor. Basic class materials are supplied to students of this course. Students may require additional supplies, and the individual student will be responsible for the purchase of additional supplies. Enrollment limited to 15. {A} Credits: 4
*Elizabeth R. Meyersohn*
**Normally offered each academic year**

### ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in discourse about the inhabitation of the built environment, which is explored through the architectural design process. Students create projects to represent 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 is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 15. {A} Credits: 4
*Members of the department*
**Normally offered each fall**

### ARS 285 Introduction to Architecture

The primary goal of this studio is to gain insight into the design and representation of architectural space. Students gain skills in graphic communication, model making, and working in multiple media including digital modeling. We look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. 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 255 can substitute for ARS 285 in the Plan C studio art major. A required fee of $75 to cover group-supplied materials and/or printing is charged at the time of registration. Students are responsible for directly purchasing any additional supplies that may be required. Enrollment limit of 15. {A} Credits: 4
*Members of the department*
**Normally offered each spring**

### CCX 120 Community-Based Learning: Ethics and Practice

Service learning, civic engagement, community-based participatory research and community service are familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how students and faculty can best join partners to support community-driven goals in areas nearby colleges and universities. Students consider these issues through exploring the literature of community engagement and learning from the experiences of those who practice its different forms. CCX 120 serves as a gateway course for the Community Engagement and Social Change Concentration. Students are introduced to the varied opportunities available at the college for engaging with communities. S/U only. Credits: 2
*Denys Candy*
**Normally offered each spring**

### DAN 339 Movement Ecology

This course offers an opportunity to explore how place and landscape offer inspiration and opportunities for dance, performance and embodied experience. Place can include natural landscapes, buildings, parks, pathways, stairways, living rooms, and the place of our bodies. The goal of this course is to create bridges between the ecological and the poetic realms of human experience. Students will explore how creativity is in relationship to things, beings, environments, and the historical and cultural contexts. This course includes a series of public performances and is open to students interested in engaging in creative collaborative process. Enrollment limited to 18. (E){A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years.**

### ENV 150 Mapping Our World: An Introduction to Geographic Information Systems

Same as GEO 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS — the industry standard GIS software — and online mapping platforms, and carry out semester-long projects in partnership with local conservation organizations and/or campus offices. Enrollment limited to 20. {N} Credits: 4
*Reid W. Bertone-Johnson*
**Normally offered each fall**

### ENG 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 vary, but all involve active discussion and frequent writing. Enrollment limited to 20. WI {L} Credits: 4
*Lily Gurton-Wachter*
**Normally offered both fall and spring semesters**

### FRN 230 Colloquium in French Studies

Topics course.
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 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

*Voices of/from the Outskirts*
An exploration of "les banlieues" (the French suburbs) and their inhabitants through different media (novels, diaries, popular songs, and films) from the 1980s to the present. We will focus on the culture(s), and the interaction(s) within the different communities and within the French society at large, establishing parallels and drawing comparisons with the United States hence encouraging an international perspective. How do artists (writers, singers, directors) try to (re)present the banlieue? How do they portray their own experiences? Who (re)presents the banlieue and for whom? What roles do factors like generation, migration, racism, gender play in the face of the banlieues? (WI) {F} {L} Credits: 4
*Members of the department*

*"Banlieue Lit"*
In this course, students study fiction, memoir, slam poetry, music videos and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the banlieues and cités. We examine the question of

whether banlieue authors can escape various pressures: to become native informants; to write rea ic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the banlieues nevertheless produce vibrant cultural expressions that beg the question: Is the banlieue a mere suburb of French cultural life, or more like one of its centers? {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

*Women Writers of Africa and the Caribbean*
An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. Our study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

*Dream Places and Nightmare Spaces: French Literary Landscapes*
Through texts by authors from Louis XIV to Colette, we 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. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Consumers, Culture and the French Department Store*
How have French stores and shopping practices evolved since the grand opening of Le Bon Marché in 1869? In what ways have megastores and e-commerce influenced French "culture"? This course examines representations of mass consumption in literature, the press, history, and analyses of French popular and bourgeois traditions, paying particular attention to the role of women in the transactions and development of culture. {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

*Paris, a Multilayered City*
An exploration of the cultural and urban development of Paris across time and in space with an emphasis on the 19th-21st 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, Modiano, Vargas, Gavalda. {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

*Machines and Marvels: The Cult of Technology*
The Industrial Revolution and the technological innovations of the 19th century considerably influenced literature and the arts. From trains to telephones and robots, machines interrupted the pastoral scenery and were widely depicted in novels and iconography. This course will enable students to bridge the gap between science and the humanities through the study of scientific symbolism in arts and literature. In this class, we will trace the emergence of our contemporary fascination with technology through the analysis of late 19th- and early 20th-century texts, images and early cinema. Texts by Jules Verne and Villiers de L'Isle Adam, among others. (E) {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### 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: SOC 101. Enrollment limit of 35. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### SOC 218 Urban Sociology
A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### WLT 242 What and Where is Main Street?
Where is Main Street? What times, spaces, or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics that that we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German, and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## Approved Courses in Landscape Sciences

The following courses meet requirement #3.

### BIO 122 Horticulture: Botany for Gardeners
Survey course in the fundamentals of horticulture and basic botany. Plant structure and function, nomenclature, nutrition, seed biology, propagation, pests and diseases, soils, compost and an introduction to biotechnology. Topics include growing fruits, vegetables, and herbs. Course requirements include exams, in-class discussions, and a book review. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. {N} Credits: 3
*Members of the department*
**Normally offered each spring**

### BIO 123 Horticulture: Botany for Gardeners Laboratory
Practical lab experiences in plant propagation, morphology, development and physiology, identification and treatment of diseases and insect pests, soils, seeds, and floral design. Use of the Lyman Conservatory, field trips, and winter/spring observation of outdoor plants are important components of the course. Course requirements include lab quizzes and an extended field observation phenology project. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. {N} Credits: 1
*Members of the department*
**Normally offered each spring**

### BIO 130 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; principle threats to biodiversity;

and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, we emphasize the relevance of diversity and ecological studies in conservation. Laboratory (BIO 131) is recommended but not required. {N} Credits: 4
*L. David Smith*
**Normally offered both fall and spring semesters**

### BIO 131 Research in Biodiversity, Ecology, and Conservation

Pull on your boots and come explore local habitats that may include the Mill River, MacLeish Field Station, Smith campus Botanic Gardens, and local hemlock forests. Students will gain experience with a diversity of organisms by conducting research projects that can enhance their understanding of ecology and conservation. Students will practice the scientific process and document their work in a lab notebook. Research skills developed will include hypothesis development, data collection, statistical analysis, and presentation of results. Because research projects will vary seasonally, please see the Department of Biological Sciences website for more information. Enrollment limited to 16. BIO 130 is recommended as a prerequisite or corequisite but is not required. {N} Credits: 2
*Marney C. Pratt*
**Normally offered both fall and spring semesters**

### 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. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. {N} Credits: 3
*Paulette M. Peckol*
**Normally offered each fall**

### 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 R. Kent, Paulette M. Peckol*
**Normally offered each fall**

### EGR 100 Engineering for Everyone

EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. 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 present their ideas through oral and written reports. Reading assignments and in-class discussions challenge students to critically analyze contemporary issues related to the interaction of technology and society. Organized around different themes, multiple sections. Engineering majors are required to take this course. Those students considering majoring in engineering are strongly encouraged to take EGR 100 during their first year. Enrollment limited to 20. Credits: 4

*Sustainable Water Resources*
We investigate and design water resources infrastructure – for hydropower, water supply, wastewater treatment, stormwater management, and irrigation. Those technologies are introduced through historical and contemporary examples, along with a theme of the importance of place in engineering design. In contrast to design as invention, this course puts the emphasis on the adaptation of common designs to particular places, as influenced by climate, physical geography, culture, history, economics, politics, and legal frameworks. Examples include the historic Mill River, Northampton's water resources, Boston's Deer Island wastewater treatment facility, San Francisco's water supply system, California's State Water Project and the Bay-Delta system, the Colorado River, and water recycling and reclamation. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*How We Engineer the Environment*
We will search, query, examine, discuss, debate (agree and disagree) - and through the process, learn about the pressing issues related engineering and our environment. We will grapple with the urgent, pressing and complex challenges and potential engineering solutions for the sustainable stewardship of our environment. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Energy and the Environment*
Through readings, discussion, labs, and lectures students learn about human activity related to energy usage and the consequences to Earth's environment. This knowledge is applied to motivate, design and build scale models of net-zero energy buildings. Through simple lab exercises, students learn to program microcontrollers that measure temperatures and control features within their model buildings, and corresponding analyses enable students to demonstrate how energy from the sun can be utilized in design to reduce carbon-based energy sources. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### EGR 315 Seminar: 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 introduces students to the Pioneer Valley, the cloud forests of Costa Rica, and African savannas. Prerequisites: MTH 112 and MTH/SDS 220. Enrollment limited to 12. Credits: 4
*Members of the department*
**Normally offered each academic year**

### 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 16 first-year students. WI {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Sarah E. Mazza*
**Normally offered each fall**

### 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 geology through weekly trips and associated assignments during which we examine evidence for volcanoes, dinosaurs, glaciers, rifting continents and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 Geology in the Field are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Enrollment limited to 17, with preference to students who are enrolled concurrently in GEO 101 or who have already taken a Geoscience course. {N} Credits: 2
*Sarah E. Mazza*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each spring**

### 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 involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108 or FYS 103. {N} Credits: 5
*Members of the department*
Normally **offered** each spring

## Approved Seminar or Advanced Studio Courses

The following courses meet requirement #4.

### ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature

Landscapes have long figured as a backdrop for anthropological studies, but recently the landscape has emerged as an object of deeper interest. From abandoned city blocks in Detroit, the shores of Walden Pond, the savannas of Eastern Africa, or the Chernobyl exclusion zone, landscapes are potent social and material phenomena. In this course, we explore theories of landscape from different disciplinary perspectives, and then use them to think through the ways that landscapes present themselves to anthropologists and their subjects. Topics include post-industry, colonial gardens, the US "West," invasive species, environmental racism, time, capitalism, cartography and counter-mapping, and environmental conservation. Enrollment limit 12. {N} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

# 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.)

In addition to cross-listed courses, the following related 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 224 | Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis |
| ANT 229 | Africa and the Environment |
| ANT 233 | History of Anthropological Theory |
| ANT 236 | Economy, Ecology and Society |
| ANT 252 | The City and the Countryside in China |
| ANT 352 | Seminar: Topics in Anthropology |

## Architecture

| | |
|---|---|
| ARS 280 | Introduction to Architectural Design Studio: Analog Processes - Ground |
| ARS 281 | Introduction to Architectural Design Studio: Digital Design Processes - Air |
| ARS 380 | Architectural Design Studio: Transient Spaces - Terrestrial Bodies |
| ARS 381 | Architectural Design Studio: Transient Spaces - Aquatic Bodies |

## Art History

| | |
|---|---|
| ARH 101 | Approaches to Visual Representation (C) |
| ARH 212 | Ancient Cities and Sanctuaries |
| ARH 280 | Art Historical Studies |
| ARH 285 | Great Cities |

## Art Studio

| | |
|---|---|
| ARS 162 | Introduction to Digital Media |
| ARS 161 | Design Workshop I |
| ARS 164 | Three-Dimensional Design |
| ARS 264 | Drawing II |

## Biological Sciences

| | |
|---|---|
| BIO 101 | Modern Biology for the Concerned Citizen |
| BIO 103 | Economic Botany: Plants and Human Affairs |
| BIO 120 | Horticulture: Plants in the Landscape |
| BIO 206 | Plant Physiology |
| BIO 207 | Plant Physiology Laboratory |
| BIO 264 | Plant Diversity and Evolution |
| BIO 265 | Plant Diversity and Evolution Laboratory |
| BIO 355 | Ecophysiology |
| BIO 356 | Ecophysiology Laboratory |
| BIO 366 | Biogeography |

## Comparative Literature

| | |
|---|---|
| WLT 100 | Introduction to Comparative Literature: The Pleasures of Reading *Islands, Real and Imaginary* |

## Dance

DAN 151 Elementary Dance Composition
DAN 241 Scientific Foundations of Dance
DAN 252 Intermediate Dance Composition
DAN 553 Choreography and Design

## Economics

ECO 224 Environmental Economics
ECO 271 The Economics of Climate Change

## Education and Child Study

EDC 390 The Teaching of Science, Engineering and Technology

## Engineering

EGR 100 Engineering for Everyone
EGR 315 Seminar: Ecohydrology

## English

ENG 382 Readings in American Literature
*Environmental Science and Policy*
ENV 201 Researching Environmental Problems
ENV 323 Climate and Energy Policy

## French

FRN 230 Colloquium in French Studies
*Dream Places and Nightmare Spaces: French Literary Landscapes*
FRN 290 The Colonial City: Global Perspectives

## First-Year Seminars

FYS 163 Exploring Our National Parks

## Geology/Geosciences

GEO 104 Global Climate Change:
Exploring the Past, the Present and Options for the Future
GEO 105 Natural Disasters: The Science Behind the Headlines

## Government

GOV 207 Politics of Public Policy
GOV 249 International Human Rights
GOV 254 Colloquium: Politics of the Global Environment
GOV 305 Seminar in American Government
GOV 306 Seminar in American Government
GOV 347 Seminar in International Politics and Comparative Politics

## Jewish Studies

JUD 229 Judaism and Environmentalism

## Latin American Studies

LAS 201 Colloquium in Latin American and Latino/a Studies
*Environmental Legacies and Ecological Futures of Latin America*
LAS 301 Seminar: Topics in Latin American and Latino/a Studies
*Favelas in Brazil: The Commodification of Places of Protest*

## Mathematics

MTH 107 Statistical Thinking
MTH 220 Introduction to Probability and Statistics

## Philosophy

PHI 238 Environmental Ethics
PHI 304 Seminar in Applied Ethics

## Sociology

SOC 233 Sociology of Climate Change
SOC 333 Seminar: Social Justice, the Environment and the Corporation

## Spanish and Portugues

POR 220 Contemporary Cityscapes:
Mapping Brazilian Culture onto an Urban Grid

## Statistical and Data Sciences

SDS 107 Statistical Thinking
SDS 136 Communicating with Data
SDS 201 Statistical Methods for Undergraduates

## Theatre

THE 100 The Art of Theatre Design

## Study of Women and Social Change

230 Gender, Land and Food Movements

# Latin American and Latino/a Studies

**Latin American and Latino/a Studies Steering Committee**
Verónica Dávila Ellis, Ph.D., Eveillard Postdoctoral Fellow
Michelle Joffroy, Ph.D., Associate Professor of Spanish
Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology, (spring only)
Dana Leibsohn, Ph.D., Alice Pratt Brown Professor of Art, Director †2
Javier Puente, Ph.D., Assistant Professor of Latin American Studies, (fall only)

**Latin American and Latino/a Studies Program Committee**
Ginetta Candelario, Ph.D. Professor of Sociology †1
Verónica Dávila Ellis, Ph.D., Eveillard Postdoctoral Fellow
Velma E. Garcia, Ph.D., Professor of Government **1
Maria Estela Harretche, Ph.D., Professor of Spanish **1
Michelle Joffroy, Ph.D., Associate Professor of Spanish
Marguerite I. Harrison, Ph.D., Associate Professor of Portuguese and Brazilian Studies †2
Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology *1
Malcolm Kenneth McNee, Ph.D., Associate Professor of Portuguese and Brazilian Studies
Javier Puente, Ph.D., Assistant Professor of Latin American and Latino/a Studies **1
Maria Helena Rueda, Ph.D., Professor of Spanish **1
Lester Tomé, Ph.D., Associate Professor of Dance

## The Major in Latin American Studies

The major builds on an interdisciplinary approach to the study of Latin America as well as proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) A program of studies is developed that includes courses related to the Spanish Americas 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, except for these (pandemic) exceptions: any relevant classes taken in the spring of 2020, which were graded S/U by the College, will count towards the major; students may count up to two classes towards the major S/U, if those classes were taken in the 2020-21 academic year.

Students choosing to spend the junior year studying in Latin Americaor other relevant locations should consult with the appropriate advisers. Students interested in completing an honors thesis should consult the program honors director.

**Adviser for Study Abroad:** Michelle Joffroy
**Honors Director:** Dana Leibsohn

**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.

**Basis:** LAS 150

**Other Core Requirements:** LAS 250 and LAS 310

All students
- Two courses in the social sciences (e.g., Sociology, Anthropology, Government, Economics); normally these will be at the 200-level [8 credits]
- One historically focused class on Latin America (e.g., a course that considers Indigenous, Black and/or other histories of Latin America across a long durée, a temporal stretch that extends beyond 1950-present); normally at the 200-level [4 credits]
- One course that focuses on the arts in/of Latin America (Art History, Film Studies, Theater, Dance); normally this will be at the 200-level [4 credits]
- One course on Latin America at the 300-level; this class may be in any discipline [4 credits]

Of these seven courses, at least one must focus on the period before Independence (e.g., pre-1825) and one must focus on Latino/a Studies.

To build coherence across this range of classes, we expect students to work with their major advisors, choosing their seven courses to develop an intellectual focus. Such foci may be:
- Thematic (e.g., Race/Diaspora, Indigeneity, Gender/Sexuality, Latinidades, Migration/Immigration)
- Geographic (e.g. National, Transborder/border Studies, Regional)
- Temporal (e.g., pre-1825, 19th/20th century, contemporary)

## The Minor in Latino/a Studies

The minor in Latino/a Studies consists of six semester-long courses (24 credits). This minor emphasizes key intellectual and methodological capacities for Latino/a Studies: exposure to the shared transnational histories of Latin and Latino/a America; critical engagement with Spanish as a language of thought and cultural production; a shared intellectual and interdisciplinary experience with a community of majors and minors in the Program.

The S/U grading option is not allowed for courses counting towards the minor, except for these (pandemic) exceptions: any relevant classes taken in the spring of 2020, which were graded S/U by the College, will count towards the minor; students may also count up to two classes towards the major S/U, if those classes were taken in the 2020-21 academic year.

All students must complete three core courses:
- One course in the history of Latin American and/or the Caribbean (e.g., a course that considers Indigenous, Black and/or other histories of Latin America across a long durée, a temporal stretch that extends beyond 1950-present); normally at the 200-level [4 credits]
- One humanities or cultural communication course in Spanish (normally at the 200-level)
- LAS 310

All students must also complete three Latino/a focused courses that fulfill these distribution requirements:
- At least one course in the social sciences, normally at the 200-level (Anthropology, Economics, Government, Sociology, History)
- At least one course in the humanities/arts, normally at the 200-level (Art History, Comparative Literature, Dance, English, Spanish, Theatre)
- At least one course on a topic of particular interest to the student, preferable at the 200- or 300-level

Students may count up to two classes taken in the Five Colleges or during study away from Smith toward the minor.

We strongly recommend that students take a community-based research and learning course, either as part of the distribution requirements or in addition to the 24-credit minimum required to complete the minor.

# Honors

**Director:** Dana Leibsohn

### LAS 430D Honors Project
Credits: 8
**Normally offered each academic year**

### LAS 431 Honors Project
Credits: 8
**Normally offered each academic year**

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 150 Introduction to Latin American and Latino/a/x Studies
LAS 150 is a multidisciplinary, thematically organized introduction to the cultures and societies of Latin America and communities of Latin American descent in the United States, that serves as a primary gateway to the Latin American Studies major. This course surveys a variety of topics in culture, geography, politics, history, literature, language, and the arts through readings, films, music, discussions and guest lectures. The course is required for all majors in Latin American Studies. {A} {H} {S} Credits: 4
*Verónica Dávila Ellis*
**Normally offered each fall**

### LAS 201 Colloquium in Latin American and Latino/a Studies
Topics course.

*Banana Republics: Crops and Capitalism*
This colloquium explores the socioenvironmental trajectories of four crops in Latin America. From the deep history of potatoes to the dawn of transgenics, this course centers crops as a pivotal lens for examining the dynamics of capitalist development in the hemisphere. The first unit studies the potato and its contribution to the major demographic trends that remade the modern world. The second unit discusses histories of colonialism, sugar, slavery, and racialized capitalism. The third unit examines the establishment of banana agriculture as a mechanism of empire-making. The final unit unveils the emergence of GMO's and the centrality of Mexican maize. Credits: 4
*Javier Puente*
**Normally offered in alternate years**

*Caribbean Feminisms*
This course will introduce students to the history and sociology of feminisms in Cuba, the Dominican Republic and Puerto Rico. Course materials will include primary documents, secondary sources and historical fiction in English. However, students who are able to read Spanish will have the option of engaging with texts in that language. Credits: 4
*Ginetta Candelario*
**Normally offered in alternate years**

*Mapping Identities: Latino/a Studies in Cultural Geographies*
This course serves as an introduction to questions of mapping identities, both in Latino/a Studies geographies and from the perspective of Latino/a Studies. Among the topics we will address are cultural histories, Latino/a environmentalisms-including modes of land use, agriculture and urbanization, social and economic processes, and the Latin American diasporas. (E) Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Voicing Gender in Latinx Popular Music*
This course introduces students to the study of Latinx popular music following a feminist genealogy model. That is, we will engage with history, trends, issues, and productions of Latinx popular music by analyzing the work of contemporary women, queer and gender non-conforming artists of Latin American descent in the United States. Students will be exposed to multidisciplinary modes of cultural analysis, including sound studies and performance studies epistemologies. By focusing on the gendered aspects of music production and performance from the 1980's to the present, students will be able to address and question issues pertaining social dynamics in US Latinx community, the US-based music and entertainment industries, and the porous borders between diverse types of cultural expressions such as literature and visual arts. {A} {S} Credits: 4
*Verónica Dávila Ellis*
**Normally offered in alternate years**

### LAS 250 Knowing Latin America: Ethics, Research, and Public-Scholarship
In this inquiry-driven course, students explore a topic from different disciplinary and interdisciplinary perspectives central to Latin American Studies. With a focus on ethical questions that undergird research in the field, students will engage writing in the humanities, social and natural sciences and gain a solid foundation for evaluating, contextualizing and applying current methodological trends within Latin American Studies. Our work will involve both academic research and public-scholarship. Case studies illustrate the diversity of thought, interdisciplinary approaches, and innovative directions in the field. Discussions address the roles and responsibilities of researchers, analysts and practitioners across a range of professions. Required for the major in Latin American Studies. {A} {H} {S} Credits: 4
*Dana Leibsohn*
**Normally offered each academic year**

### LAS 264 Women and Revolutions
Same as HST 264. Women have been key players in revolutionary movements. They have organized militant workers' movements, built alternative institutions, and waged armed struggle. Why have women joined revolutionary movements? How did gender shape their participation? How have women defined the meaning and practice of revolution? We will consult primary and secondary sources to understand the goals of radical women and how they shaped revolutionary theories such as Marxism, Maoism, anarchism, and feminism. We will primarily focus on historical case studies from the 20th-century Global South. Enrollment limit of 18. (E) {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### LAS 301 Seminar: Topics in Latin American and Latino/a Studies
Topics course.

*A Deep History of Water*
We live in a world largely covered by water. We inhabit physical bodies considerably made of water. We channeled water as a primary sign of civilization and are currently in search of water beyond planetary frontiers. This seminar interrogates how hydric and hydraulic narratives may inform our understanding of past, present, and future visions of power and society. Grounded in LatinAmerica and global in its aim, this seminar is structured in four larger sections: the hydraulic origins of ancient city states, colonialism and

the control of waterscapes, the hydric demise of nation-states, and the future quest for water. Credits: 4
*Javier Puente*
**Normally offered in alternate years**

*Contesting Space: Art, Ecology, Activism*
In a time of global ecological precarity, what do artists, activists and scientists have to say to each other? What makes activist art effective, or even activist science? Focusing on case studies drawn from Latin America and Latinx geographies (1960s-present), this seminar explores - and challenges- these questions and the disciplinary boundaries they presume. Our work centers upon writing for readers outside academia (its own kind of activism), and the intersections-both successful and failed-of art, ecology, and activism. Open to juniors and seniors of any major who wish to write about issues with expansive ethical implication for a wide public. Permission of instructor required. Enrollment limit of 12. {A}{H}{S} Credits: 4
Michelle Joffroy
**Normally offered each spring**

### LAS 310 Latin American Studies: Issues, Methods and Debates
This course studies how people trained in the field of Latin American and Latin@Studies "do their work," asking: what constitutes a compelling research topic and what methodologies are required to complete such research. Focus rests on the last decade. We explore a wide range of authors, from those interested in the arts to those who study immigration or climate change. This class also asks each student to develop and present an independent research project, teaching others in class about her topic. Throughout we consider and debate the implications of working in this field--both inside and outside academic settings. Required for the major in Latin American Studies and the minor in Latino/a Studies. {A} {L} {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### LAS 400 Special Studies
Credits: 1–4
*Members of the department*
**Normally offered each academic year**

### LAS 404 Special Studies
Credits: 4
*Members of the department*
**Normally offered each academic year**

# Cross-listed/Approved Courses

AFR 111 Introduction to Black Culture

AFR 366 Seminar: Contemporary Topics in Africana Studies

Afro-Brazilian Culture

ANT 226 Archaeology of Food

ANT 237 Monuments, Materials and Models: The Archaeology of South America

ANT 269 Indigenous Cultures and the State in Mesoamerica

ARH 201 Brazilian Art Inside and Out

ARH 204 Inkas, Aztecs, and their Ancestors

ARH 207 Translating New Worlds

ARH 218 Modern Architectures in North America

DAN 144 Tango I

DAN 149 Salsa Dance I

DAN 244 Tango II

DAN 377 Advanced Studies in History and Aesthetics

*Salsa in Theory and Practice*

FYS 110 A Century of Revolutions in Latin America

FYS 127 Cuba and the U.S. Embargo

FYS 129 *Tierra y Vida:* Land and the Ecological Imagination in U.S. Latino/a Literature

FYS 170 #BlackLivesMatterEverywhere: Ethnographies & Theories on the African Diaspora

GOV 226 Latin American Political Systems

GOV 237 Colloquium: Politics of the U.S./Mexico Border

GOV 239 Social Justice Movements in Latin America

GOV 307 Seminar in American Government

*Latinos and Immigration Politics in the U.S.*

GOV 322 Seminar in Comparative Government

*Latin American Social Movements*

HST 263 (C) Aspects of Latin American History

*Women and Gender in Latin America*

POR 201 Brazilian Art Inside and Out

POR 202 Barriers to Belonging: Youth in Brazilian Film

POR 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World

POR 220 Contemporary CityScapes

POR 228 Indigenous Brazil: Past, Present and Future

POR 232 Popular Music, Nationhood and Globalization in the Portuguese-Speaking World

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy, and Identity

POR 381 Seminar in Portuguese and Brazilian Studies

*Place, Space and Identity in the Portuguese-Speaking World*

*Brasil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture*

SOC 213 Race and National Identity in the United States

SOC 214 Sociology of Hispanic Caribbean Communities in the United States

SPN 230 Latin American and Peninsular Culture and Society

*Tales and Images of Travel and Migration in Latin America*

### SPN 240 From Page to Stage

*Mujeres de Artes Tomar*

### SPN 245 01 Latin American and Peninsular Studies

*Latin American Women Cinema*

### SPN 246 Latin American Literature and Culture

*Zapatismo Now: Cultural Resistance on the "Other" Border*

*Reinterpreting Magical Realism*

*The City in Words and Colors*

### SPN 260 Latin American Cultural History

*Decolonizing Latin American Literature*

*Becoming Latin America: Modernization and Resistance*

### SPN 373 Seminar: Cultural Movements in Spanish America

*Contesting Feminisms: Indigenous Voices Rethinking Latin American Feminism*

*Embodied Politics in Recent Latin American Films*

### SPN 375 Seminar: Cultural and Political Movements

*ARTivism: Staging Political Memories*

# Linguistics

Jill Gibson de Villiers, Ph.D., Professor of Philosophy and Psychology, Director

**Advisers**

Giovanna Bellesia, Ph.D., Professor of Italian Studies
Nalini Bhushan, Ph.D., Professor of Philosophy
Craig R. Davis, Ph.D., Professor of English Language of Literature [*2]
Jay Lazar Garfield, Ph.D., Professor of Philosophy
Joseph O'Rourke, Ph.D., Professor of Computer Science
Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and Comparative Literature [*1]
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Shannon Audley, Ph.D., Associate Professor of Education & Child Studies
Jamie Macbeth, Ph.D., Assistant Professor of Computer Science
Brianna McMillan, Ph.D., Assistant Professor of Psychology
Miranda McCarvel, Ph.D. Lecturer in the Jacobson Center

## 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 year long 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).

### Anthropology

ANT 270 Native American Linguistics
ANT 352 Topic: Politics of Language

### Classical Languages & Literatures

CLS 150 Roots: Greek and Latin Elements in English

### Computer Science

CSC 390 Artificial Intelligence and Natural Language Understanding

### East Asian Languages and Cultures

EAL 240 Japanese Language and Culture

### Education & Child Study

EDC 212 Linguistics for Educators
EDC 338 Children Learning to Read
EDC 311 Rethinking Equity and Teaching for English Language Learners
EDC 331 The Stories Children Tell

### English Language & Literature

ENG 172 Grammar and Stylistics for Writers
ENG 170 History of the English Language
ENG 207 The Technology of Reading and Writing
ENG 210 Old English

### Italian Studies

ITL 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition Same as FRN/SPN/POR 299
ITL 340 The Theory and Practice of Translation

### Philosophy

PHI 102 Valid and Invalid Reasoning: What Follows From What?
PHI 213 Language Acquisition
PHI 262 Meaning and Truth: The Semantics of Natural Language
PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic

### Psychology

PSY 313 Seminar in Psycholinguistics
PSY 213 Colloquium: Language Acquisition

### World Literatures

WLT 220 Colloquium: Imagining Language

# Marine Science and Policy

**Marine Science and Policy Advisers**
Paulette M. Peckol, Ph.D., Professor of Biological Sciences, Co-Director
L. David Smith, Ph.D., Professor of Biological Sciences, Co-Director **2
Sara B. Pruss, Ph.D., Professor of Geosciences
Bosiljka Glumac, Ph.D., 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: an introductory oceanography course (e.g., GEO 108), BIO 268 (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 the three remaining courses as electives (example courses are listed below). Other appropriate courses offered at Smith, within the Five College Consortium, or in study-away 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 |
| | *Investigations in Conservation Biology* |
| | *Coral Reef Ecology and Conservation* |
| BIO 400 | Special Studies |

## Environmental Science and Policy

| | |
|---|---|
| ENV 101 | Sustainability and Social-Ecological Systems |
| ENV 108 | Environmental Chemistry |
| ENV 150 | Mapping Our World: An Introduction to Geographic Information Systems |
| ENV 201 | Researching Environmental Problems |
| ENV 202 | Researching Environmental Problems Laboratory |
| ENV 311 | Interpreting and Communicating Environmental Information |

## Geosciences

| | |
|---|---|
| GEO 231 | Invertebrate Paleontology and the History of Life |
| GEO 232 | Sedimentary Geology |
| GEO 302 | Field Studies of the Desert Southwest |
| GEO 334 | Carbonate Sedimentology |
| GEO 341 | Advanced Studies in Geobiology |
| GEO 400 | Advanced Work or Special Problems in Geosciences |

## Social Sciences & Humanities

| | |
|---|---|
| ECO 224 | Environmental Economics |
| ENG 118 | Colloquia in Writing |
| | *Writing About Science* |
| | *Water: Science and Politics* |
| ENV 326 | Seminar: Environmental Justice and Natural Resource Management |
| GOV 207 | Politics of Public Policy |
| GOV 254 | Colloquium: Politics of the Global Environment |
| GOV 404 | Special Studies |
| PHI 304 | Seminar in Applied Ethics |
| | *Sustainability* |
| PPL 220 | Public Policy Analysis |

# Five College Course Possibilities

Courses may be chosen from within the Five Colleges with approval of minor advisers; a sample of possible courses follows:

## Amherst College

| | |
|---|---|
| GEOL 105: | Introduction to Oceanography |
| GEOL 107: | Marine Environments |

## Hampshire College

| | |
|---|---|
| CS 0259: | Marine Mammals |
| CS 0261: | Oceans of Change |

## Mount Holyoke College

| | |
|---|---|
| GEOL 103: | Oceanography |
| BIOL 321C: | Marine Conservation Biology |
| BIOL 326: | Ocean Blues: World's Oceans |

## UMass

| | |
|---|---|
| GEO-SCI 131: | Intro Oceanography |
| GEO-SCI 190BH: | Biological Oceanography |
| BIOLOGY 273: | Marine Vertebrates |
| BIOLOGY 487H: | Tropical Field Biology |
| NRC 260: | Fish Conservation and Management |
| MICROBIO 494: | A Sea of Microbes |

# Off-Campus Course Possibilities

Students may choose to fulfill up to three of their minor courses away from Smith through 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 the School for Field Studies, the School for International Training and Shoals Marine Laboratory.

# Mathematics and Statistics

**Professors**
Joseph O'Rourke, Ph.D. (Computer Science)
Ileana Streinu, Ph.D. (Computer Science)
Pau Atela, Ph.D.
Christophe Gole, Ph.D.
Katherine Taylor Halvorsen, D.Sc.
Julianna S. Tymoczko, Ph.D.
Luca Capogna, Ph.D., Chair

**Associate Professors**
Rajan Mehta, Ph.D. †1
Candice Price, Ph.D.

**Assistant Professors**
Patricia Renate Cahn, Ph.D. **2
Geremías Polanco, Ph.D.

**Lecturers**
Jennifer Beichman, Ph.D.
Daniel Schultheis, Ph.D.

**Research Associates**
Sarah-Marie Belcastro, Ph.D.
Catherine McCune, Ph.D.
Anne Schwartz, Ph.D.

## The Major

**Advisers:** Pau Atela, Benjamin Baumer, Jennifer Beichman, Patricia Cahn, Christophe Golé, Rajan Mehta, Geremías Polanco, Candice Price, Daniel Schultheis, Julianna Tymoczko

**Adviser for Study Abroad:** Christophe Gole

**Requirements:** The mathematics major has a foundation requirement, a core requirement, a depth requirement and a total credit requirement.

The entryway foundation requirement consists of MTH 111, MTH 112, MTH 153, MTH 211 and MTH 212. Some of these requirements might be waived for a well-prepared student.

The core requirement consists of one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 280 or MTH 281). Alternatively, a student may focus on statistics; students pursuing this track through the major are not required to take a course in algebra and instead must complete MTH 220, MTH 246, MTH 320, and either SDS 290 or SDS 291.

Majors are required to take at least one advanced course. This is the depth requirement. An advanced course is a mathematics course at Smith numbered between 310 and 390.

In total, majors must take at least 36 credits among courses numbered at or above 153, with the following exceptions. With the approval of the department, up to 8 of the credits may be satisfied by courses taken outside the mathematics and statistics department. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and 212 or statistical content at a level more advanced than MTH 220. Generally, such a 4-credit course will be given 2 credits toward the mathematics major. Note that courses that are cross-listed with mathematics and another department (CSC 250, PHI 202, PHI 203, PHI 220, SDS 220. SDS 290, and SDS 291) are counted as mathematics courses and given full credit toward the mathematics major, as does ECO 220. The following courses meet the criteria for 2 credits toward mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, CSC 334, ECO 240, ECO 255, EGR 220, EGR 315, EGR 320, EGR 326, EGR 374, EGR 389, PHI 102 , PHY 210, PHY 317, PHY 318, PHY 319, PHY 327, and SDS 293. A student may petition the department if she wishes credit for any course not on this list.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

## The Minor 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 of courses outside the department in the description of major requirements found above.

### The Minor in Applied Statistics

Information on the interdepartmental minor in applied statistics can be found on the Statistical and Data Sciences page of this catalogue.

### The Five College Certificate in Biomathematical Sciences

Information on this certificate can be found on the page about Five College Certificate in this catalog.

## 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:** Julianna Tymoczko

#### MTH 430D Honors Project
Credits: 4
**Normally offered each academic year**

#### MTH 431 Honors Project
Credits: 8
**Normally offered each academic year**

#### MTH 432D Honors Project
Credits: 12
**Normally offered both fall and spring semesters**

**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 eight or twelve credits). In unusual circumstances, a student may instead take 431. The length of the thesis depends upon the topic and the nature of the investigation, and is determined by the student, her adviser, and the department. The student will give an oral presentation of the thesis. The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

60 percent thesis
20 percent oral presentation
20 percent grades in the major

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the college. The student should obtain the department's requirements and deadlines from the director of honors.

# Graduate

### MTH 580 Graduate Special Studies
Credits: 4
**Normally offered both fall and spring semesters**

# 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, normally enrolls in Calculus I (111). A student with a year of AB calculus, A levels, or IB math SL normally enrolls in Discrete Mathematics (153) and/or Calculus II (112) during her first year. Placement in 112 is 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 or IB math HL, she may omit MTH 112.

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) is intended for students not expecting to major in mathematics or the sciences.

First and second year students may also wish to consider enrolling in IDP170 (Frontiers in Biomathematics ), a gateway course for the Five College Certificate Program in the Biomathematical 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. 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 SDS 201, or 220, PSY 201, or ECO 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 at www.math.smith.edu.

### MTH 101 Math Skills Studio
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
*Members of the department*
**Normally offered each fall**

### MTH 102 Elementary Functions
Linear, polynomial, exponential, logarithmic and trigonometric functions graphs, verbal descriptions, tables and mathematical formulae. For students who intend to take calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers preparing for certification. {M} Credits: 4
*Members of the department*
**Normally offered each fall**

### MTH 103 Precalculus and Calculus Bootcamp
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. {QS} Credits: 2
*Members of the department*
**Normally offered each interterm**

### MTH 105 Discovering Mathematics
Topics course.

*Sex, Drugs, and Rock-and-Roll: How Chance Changes Our Lives*
We'll look at the different kinds of randomness that affect our lives, from genetic recombination, to false positives and negatives in drug testing, to what songs become hits. Along the way, we'll think about what really counts when we're face-to-face with a messy, real-world problem, and learn some ways to count it. No experience assumed beyond high-school math. (E) {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MTH 111 Calculus I
Rates of change, differentiation, applications of derivatives including differential equations and the fundamental theorem of the calculus. Written communication and applications to other sciences and social sciences motivate course content. {M} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### MTH 112 Calculus II
Techniques of integration, geometric applications of the integral, differential equations and modeling, infinite series and approximation of functions. Written communication and applications to other sciences and social sciences motivate course content. Prerequisite: MTH 111 or the equivalent. {M} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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
*Members of the department*
**Normally offered both fall and spring semesters**

### 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, span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data fitting, discrete and continuous dynamical systems and discrete geometry. The course provides training through programming in

Mathematica and/or MATLAB. Prerequisites: MTH 112. CSC 111 recommended. Enrollment limited to 20. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

### MTH 211 Linear Algebra
Systems of linear equations, matrices, linear transformations, vector spaces. Applications to be selected from differential equations, foundations of physics, statistics, 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. Enrollment limit of 35 students. {M} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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. {M} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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
*Members of the department*
**Normally offered each spring**

### 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, and MTH 211, or permission of the instructor. {M} Credits: 4
*Members of the department*
**Normally offered each fall**

### MTH 246 Probability
Same as SDS 246. 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
*Members of the department*
**Normally offered each fall**

### MTH 254 Combinatorics
Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes, Hadamard matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. {M} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered in alternate years**

### MTH 264 Differential Equations
This course gives an introduction to the theory and applications of ordinary differential equations. We explore different applications in physics, chemistry, biology, engineering and social sciences. We learn to predict the behavior of a particular system described by differential equations by finding exact solutions, making numerical approximations, and performing qualitative and geometric analysis. Specific topics include solutions to first order equations and linear systems, existence and uniqueness of solutions, nonlinear systems and linear stability analysis, forcing and resonance, Laplace transforms. Prerequisites: MTH 112, MTH 212 and MTH 211 (recommended) or PHY 210, or permission of the instructor. {M} Credits: 4
*Members of the department*
**Normally offered each academic year**

### MTH 270 Topics in Geometry
Topics Course.

*The Shape of Space*
This is a course in intuitive geometry and topology, with an emphasis on hands-on exploration and developing the visual imagination. Topics may include knots, geometry and topology of surfaces and the Gauss-Bonnet Theorem, symmetries, wallpaper patterns in Euclidean, spherical and hyperbolic geometries, and an introduction to 3-dimensional manifolds. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### MTH 280 Advanced Calculus
Functions of several variables; vector fields; divergence and curl, critical point theory; transformations and their Jacobians; implicit functions; manifolds; 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. MTH 153 is encouraged. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

### MTH 281 Introduction to Analysis
The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, differentiability, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: MTH 211 and MTH 212, or permission of the instructor. MTH 153 is strongly encouraged. {M} Credits: 4
*Members of the department*
**Normally offered each fall**

### MTH 282 Complex Analysis
Previously MTH 382. 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 211 and MTH 212, or permission of the instructor. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MTH 300 Dialogues in Mathematics and Statistics
In this 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
*Members of the department*
**Normally offered both fall and spring semesters**

## MTH 301 Topics in Advanced Mathematics and Statistics

Topics course.

*Research in Mathematics*

In this course students work in small groups on original research projects. Students are expected to attend a brief presentation of projects at the start of the semester. Recent topics include interactions between algebra and graph theory, plant patterns, knot theory, and mathematical modeling. This course is open to all students interested in gaining research experience in mathematics, Prerequisites vary depending on the project, but normally 153 and 211 are required. {M} Credits: 3

*Members of the department*

**Normally offered both fall and spring semesters**

## MTH 320 Seminar: Mathematical Statistics

Same as SDS 320. 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

*Members of the department*

**Normally offered each spring**

## MTH 333 Topics in Abstract Algebra

Topics course.

*Category Theory*

This course provides an introduction to category theory through the language of universal algebra and module theory. Topics include: semigroups, monoids, quasigroups, modules, hom sets, categories, functors, representable functors. Additional topics may be covered if time permits: varieties, Birkhoff's Theorem, congruences, adjunctions. Course consists of lectures, weekly student presentations, one midterm exam, and a final presentation. Prerequisites: MTH 233 or permission of the instructor. Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Advanced Linear Algebra*

This is a second course in linear algebra that explores the structure of matrices. Topics may include characteristic and minimal polynomials, diagonalization and canonical forms of matrices, the spectral theorem, the singular value decomposition theorem, an introduction to modules, and applications to problems in optimization, Markov chains, and others. Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Galois Theory*

In high school algebra you learned a formula for finding the roots of a quadratic equation. The advanced algebra courses you have had in college probably seemed to have very little in common with that early goal. In this course we return to the problem of how to factor a polynomial. Our work requires learning about the algebraic structures of rings and fields. This course begins with the fundamentals of rings and fields and then covers extension fields and Galois theory. Finally, using all this structure we are able to understand fully how to factor polynomials and find their roots. Prerequisite: MTH 233. Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

## MTH 353 Advanced Topics in Discrete Applied Mathematics

Topics course.

*Stochastic Processes*

A stochastic process describes how random variables change over time. This course provides an introduction to the theory of stochastic processes, as well as applications and simulation techniques. Examples of applications include Brownian motions, chemical reactions, fluctuations in financial market, and reliability theory. Specific topics include conditional probability, Markov chains, Poisson processes, queueing theory, and Brownian motion. Prerequisites: MTH 153, MTH 211, MTH 212, and MTH 246 or permission of the instructor. Prior experience in computing (using R, Matlab, Python, Java, etc.) will be helpful. {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Calderwood Seminar on Applied Algebraic Combinatorics and Mathematical Biology*

Combinatorial ideas permeate biology at all scales, from the combinatorial properties of the sequences of letters (nucleotides) representing DNA and RNA, to the symmetries often observed in cell divisions, to the graphs that can be used to represent evolutionary trees. We will focus on key combinatorial ideas that arise on multiple scales in biology, including molecular, cellular, and organism, especially: counting and classification, symmetries, and combinatorial graphs. The class will interview mathematicians and biologists about their current research, and will prepare multiple reports and presentations for different kinds of popular audiences (for example: kids, biologists, and newspapers). No particular biological background is expected. MTH 153 and an additional proof-based course are required, or permission of the instructor. MTH 233 and MTH 254 or their equivalents are useful but not required. {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

## MTH 364 Advanced Topics in Continuous Applied Mathematics

Topic course. Normally offered in alternate years.

*Dynamical Systems, Chaos, and Applications*

An introduction to the theory of Dynamical Systems with applications. A dynamical system is a system that evolves with time under certain rules. We will look at both continuous and discrete dynamical systems when the rules are given by differential equations or iteration of transformations. Topics include the stability of equilibria or of periodic orbits, bifurcations, chaos and strange attractors. Students will do their final project on a scientific application of their choice or a theoretical aspect of the subject. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

*Partial Differential Equations*

Partial differential equations allow us to track how quantities change over multiple variables, e.g. space and time. This course provides an introduction to techniques for analyzing and solving partial differential equations and surveys applications from the sciences and engineering. Specific topics include Fourier series, separation of variables, heat, wave and Laplace's equations, finite difference numerical methods, and introduction to pattern formations. Prerequisite: MTH 211, MTH 212, and MTH 264 (strongly recommended) or MTH 280/281, or permission of the instructor. Prior exposure to computing (using Matlab, Mathematica, Python, etc.) will be helpful. {M} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

## MTH 370 Topics in Topology and Geometry

Topics course.

**Normally offered in alternate years.**

*Topology*

Topology is a kind of geometry in which important properties of a shape are preserved under continuous motions (homeomorphisms)—for instance, properties like whether one object can be transformed into another by stretching and squishing but not tearing. This course gives students an

introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. Prerequisites: MTH 280 or 281, or permission of the instructor. {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Geometry of Curves and Surfaces*
An introduction to the local and global geometry of curves in the plane, and curves and surfaces in 3-dimensional space, including connections to topology. Topics include the Four Vertex Theorem, the Fary-Milnor Theorem, the Isoperimetric Problem, and the Gauss-Bonnet Theorem. Prerequisites: MTH 280 or 281, or permission of the instructor. {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MTH 381 Topics in Mathematical Analysis
Topics course. Normally offered in alternate years.

*Geometry and Mechanics*
Introduction to modern geometric approaches to classical physics. The essential idea is that the notion of symmetry can be used to simplify the analysis of physical systems. Topics may include Lagrangian and Hamiltonian mechanics, Noether's Theorem and conservation laws, quantization and special relativity. Prerequisite: MTH 280 or MTH 281. MTH 233 is suggested (possibly concurrently). No prior exposure to physics is necessary. {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*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. Introduction to Functional analysis in Hilbert spaces, Fourier series, Fourier transform, discrete Fourier transforms, wavelets, multiresolution analysis, applications. Students will do a final project on a theoretical aspect or an application of their choice. MTH 281 is required. {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# 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
*Members of the department*
**Normally offered each spring**

### QSK 102 Quantitative Skills in Practice
A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

### PSY 201 Statistical Methods for Undergraduate Research
An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R 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 or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201,SOC 201, EDC 206. {M} {QS} Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

### SDS 220 Introduction to Probability and Statistics
(Formerly MTH/SDS 220). 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. SDS 220 satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, GOV 190, ECO 220, SDS 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
*Members of the department*
**Normally offered both fall and spring semesters**

### SDS 290 Research Design and Analysis
(Formerly MTH/SDS 290). A survey of statistical methods needed for scientific research, including planning data collection and data analyses that 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 is used for data analysis. Prerequisites: One of the following: PSY 201, SDS 201, GOV 190, ECO 220, SDS 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 35. {M} Credits: 4
*Members of the department*
**Normally offered each academic year**

### SDS 291 Multiple Regression

(Formerly MTH/SDS 291). 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: SDS 201, PSY 201, GOV 190, SDS 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 30. {M} {N} Credits: 4

*Members of the department*

**Normally offered both fall and spring semesters**

# Medieval Studies

**Advisers and Members of the Medieval Studies Council**
Brigitte Buettner, Ph.D., Professor of Art [*1]
Craig R. Davis, Ph.D., Professor of English Language and Literature and Comparative Literature [**2]
Eglal Doss-Quinby, Ph.D., Professor of French Studies [*1]
Suleiman Ali Mourad, Ph.D., Professor of Religion
Vera Shevzov, Ph.D., Professor of Religion
Joshua Birk, Ph.D., Associate Professor of History, Director
Ibtissam Bouachrine, Ph.D., Associate Professor of Spanish and Portuguese [†2]

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. A biblical or Koranic language (Greek, Hebrew, Arabic) can substitute for Latin with permission of the adviser. The student must pursue the classical or scriptural form of the language, not modern Greek, Hebrew or Arabic.

**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:** Craig Davis

### 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 352 Studies in Art History

*Gothic in the Modern Imagination*
*Members of the department*
**Expected to be offered in the next 3 years**

### English and Comparative Literature

#### WLT 177 Journeys in World Literature

*Epic Worlds*
*Members of the department*
**Normally offered each academic year**

#### ENG 200 The English Literary Tradition I

*Gillian Murray Kendall, Douglas Lane Patey*
**Normally offered both fall and spring semesters**

### ENG 204 Arthurian Legend
*Members of the department*
Expected to be offered in the next 3 years

### ENG 217 Studies in Medieval Literature

*Old High German and Old Saxon*
*Members of the department*
Expected to be offered in the next 3 years

### ENG 250 Chaucer
*Craig R. Davis*
Normally offered each academic year

### ENG 271 Imagining Evil
*Members of the department*
Expected to be offered in the next 3 years

### ENG 283 Victorian Medievalism
*Members of the department*
Expected to be offered in the next 3 years

### ENG 333 Seminar: A Major British or American Writer

*J. R. R. Tolkien*
*Members of the department*
Normally offered each academic year

## First-Year Seminar

### FYS 123 Horse-Lords of the Ancient Steppes: The Indo-European Diaspora
*Craig R. Davis*
Expected to be offered in the next 3 years

### FYS 134 Bookmarks: Reading and Writing From Plato to the Digital Age
*Members of the department*
Expected to be offered in the next 3 years

### FYS 142 Reacting to the Past
*Members of the department*
Expected to be offered in the next 3 years

### FYS 167 Viking Diaspora
*Members of the department*
Expected to be offered in the next 3 years

### FYS 168 Damaged Gods: Myth and Religion of the Vikings
*Members of the department*
Expected to be offered in the next 3 years

## French

### FRN 253 The Lady, the Knight, the King
*Eglal Doss-Quinby*
Normally offered in alternate years

### FRN 320 Women Defamed, Women Defended
*Members of the department*
Expected to be offered in the next 3 years

## History

### HST 224 (L) History of the Early Middle Ages
*Members of the department*
Normally offered in alternate years

### HST 225 (L) Making of the Medieval World, 1000–1350
*Joshua Birk*
Normally offered in alternate years

### HST 226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From 1300 to 1600
*Joshua Birk*
Normally offered in alternate years

### HST 227 (C) Aspects of Medieval European History

*Magic in the Middle Ages*
*Members of the department*
Normally offered in alternate years

### HST 229 (C) A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages
*Joshua Birk*
Normally offered in alternate years

## Italian

### ITL 332 Dante's *Inferno*
*Members of the department*
Expected to be offered in the next 3 years

### ITL 334 Boccaccio: Decameron
*Marco Piana*
Expected to be offered in the next 3 years

## Latin

### LAT 100Y Elementary Latin
*Rebecca Worsham*
Normally offered each academic year

### LAT 212 Introduction to Latin Prose and Poetry
*Members of the department*
Normally offered each fall

### LAT 213 Introduction to Latin Literature in the Augustan Age
*Members of the department*
Normally offered each spring

### LAT 330 Advanced Readings in Latin Literature I & II

*Roman Satire*
*Members of the department*
Normally offered each spring

*Latin Love Poetry*
*Members of the department*
Normally offered each fall

## Middle East

### MES 224 The Rise and Fall of the Ottoman Empire from 1299–1918

*Members of the department*
Expected to be offered in the next 3 years

### REL 110 Colloquia: Thematic Studies in Religion

*The Holy Land*
*Members of the department*
Normally offered in alternate years

### REL 238 Mary: Images and Cults

*Vera Shevzov*
Normally offered in alternate years

### REL 245 Introduction to the Islamic Traditions

*Suleiman Ali Mourad*
Normally offered each academic year

### REL 247 The Qur'an

*Suleiman Ali Mourad*
Normally offered each academic year

### REL 248 Topics in Modern Islam

*Jihad*
*Members of the department*
Expected to be offered in the next 3 years

### REL 345 Seminar: Islamic Thought

*Muslims and Shari'a Law*
*Members of the department*
Expected to be offered in the next 3 years

*Making of Muhammad*
*Members of the department*
Expected to be offered in the next 3 years

*Topic: The Qur'an*
*Members of the department*
Expected to be offered in the next 3 years

## Spanish and Portuguese

### SPN 241 Culturas de España

*Ibtissam Bouachrine*
Normally offered each spring

### SPN 250 Iberian Cultural History

*Sex and the Medieval City*
*Members of the department*
Expected to be offered in the next 3 years

### SPN 247 Race and Racism in Premodern Iberia

*Members of the department*
Expected to be offered in the next 3 years

### SPN 332 Seminar: The Middle Ages Today

*Islam in the West*
*Members of the department*
Expected to be offered in the next 3 years

### SPN 335 Minorities in North Africa and the Middle East

*Ibtissam Bouachrine*
Expected to be offered in the next 3 years

# Special Studies

### MED 404 Special Studies

Admission by permission of the instructor and the Medieval Studies Council. Credits: 4
*Members of the department*
Normally offered each academic year

### MED 408D Special Studies

This is a full year course. Credits: 8
*Members of the department*
Normally offered each academic year

# Middle East Studies

**Middle East Studies Advisory Committee**

Joshua Birk, Ph.D., Associate Professor of History
Ibtissam Bouachrine, Ph.D., Professor of Spanish and Portuguese [†2]
Joanna Caravita, Ph.D., Five College Lecturer in Hebrew
Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and World Literatures [**1]
Susanna E. Ferguson, Ph.D., Assistant Professor of Middle East Studies [†2]
May George, Ph.D., Lecturer in Middle East Studies and the Five College Initiative
Steven Heydemann, Ph.D., Janet Wright Ketcham 1953 Professor in Middle East Studies, Director of Middle East Studies
John O. Weinert, Lecturer in Middle East Studies
Bozena C. Welborne, Ph.D., Assistant Professor of Government
Gregory White, Ph.D., Mary Huggins Gamble Professor of Government [**1]

**Middle East Studies Faculty**

Susanna E. Ferguson, Ph.D., Assistant Professor of Middle East Studies [†2]
May George, Ph.D., Lecturer in Middle East Studies
Steven Heydemann, Ph.D, Janet Wright Ketcham 1953 Professor in Middle East Studies
John O. Weinert, Lecturer in Middle East Studies

## Major in Middle East Studies

**Requirements**

11 courses (a minimum of 41 credits) are needed to satisfy the requirements of a major in Middle East Studies, and meet the following distribution requirements.

1. **Basis**
   MES 100: Introduction to Middle East Studies (1 credit).

2. **Language**
   At least two years of language study in Modern Standard Arabic, Hebrew, Farsi, Turkish or another approved Middle Eastern language. (8 credits). Please refer to Additional Guidelines for further information on language requirements.

3. **Concentration**
   Four courses in an area of concentration, one of which is an upper-level capstone (300-level seminar or research-based special studies—MES 400). Areas of concentration may focus on religion, history, politics, culture (literature, film, music, art), or may explore an interdisciplinary topic such as gender in the Middle East, ethno-religious diversity of the region, etc. Students design a concentration in consultation with an adviser (16 credits).

4. **Electives**
   Four elective courses, of which at least three must be in areas other than the student's concentration. Advanced study of a Middle Eastern language may count towards the elective courses (16 credits).

**Additional Guidelines:**

1. Ordinarily, courses taken for major credit shall be drawn from courses listed or cross-listed by the Program in Middle East Studies. Exceptions must be approved by an advisor or by the director of the Middle East Studies Program. Any First-Year Seminar cross-listed in MES may count towards the major.
2. Students will take at least one course with a primary focus on the Middle East beyond the Arab world (Iran, Israel, Turkey) in the fulfillment of major requirements.
3. Courses in the major may not be taken S/U.
4. Capstone: Majors must take one 300-level seminar or research based MES 400 special studies course in their field of concentration. When MES 400 functions as the capstone for the major it must be a research intensive course approved as the capstone by the major adviser.
5. No more than four courses in the major may be applied toward a double major.
6. Language study beyond the requirements of the major in Arabic, Hebrew, Farsi, or Turkish at Smith or within the Five Colleges is strongly encouraged. Students may apply to the Middle East Studies Committee for funding of summer language study (e, g., Arabic, Farsi, Hebrew, Turkish). In addition, courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages may be applied toward the major, with approval of the student's adviser. If a course offered by the FCCSWL is worth less than 4 credits, students will be expected to make up the credit shortfall through supplemental language instruction. Participation in study abroad programs offering intensive language instruction may count toward the MES major language requirement, on approval of the student's adviser.
7. Students proficient in Modern Standard Arabic, Hebrew, Farsi or Turkish may take a placement exam in lieu of coursework. Students who place out of the MES major language requirement are expected to make up 8 credits of coursework through electives or the study of a second, approved regional language.
8. Normally, at least half of a student's courses towards the major shall be taken at Smith. Students who study abroad may petition the Program in Middle East Studies should they seek credit toward the major of non-Smith courses that exceed half of those required by the major.

## 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 year long programs is available from the Office of International Study. A list of recommended summer language programs is available on the MES program website.

## Two Tracks for Students Interested in the Minor

**Minor in Middle East Studies** and **Minor in Arabic**

## Minor in Middle East Studies

The Middle East studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that treat the region in its historical, political, social, and cultural complexity. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

**Requirements:** Six semester courses are required.

**Language** (**1 course**)
Completion of at least one year of college-level Arabic or modern Hebrew. 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.

No more than two courses in a student's major may be applied toward the minor in Middle East Studies.

# 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 must complete the equivalent of a full year of both Intermediate Arabic and Advanced Arabic.

Special studies in Arabic may count for as many as two of the six courses, so long as the special studies is worth 4 credits.

Courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages count toward the minor. If a course offered by the FCCSWL is worth less than 4 credits, students will have to make up the credit shortfall elsewhere.

Courses taught in English do not count toward the minor 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 an Arabic instructor or by the director of the Middle East Studies Program.

## Language Courses

### ARA 100 Elementary Arabic I
This course introduces the basics of Modern Standard Arabic in addition to brief exposure to one of the Arabic dialects. It is aligned with the American Council on Teaching of Foreign Languages (ACTFL) proficiency guidelines. Following ACTFL proficiency standards, students should be at the Novice-Mid level by the end of this course. The course begins with a focus on reading, pronouncing and recognizing Arabic alphabet and progresses quickly toward developing beginner reading, writing, speaking and listening proficiencies as well as cultural competence. It covers vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts at the Novice level. In addition to the traditional textbook exercises from the AlKitaab series, students will write short paragraphs and participate in role plays, presentations, and conversations throughout the year. No pre-requisites for this course. Enrollment limited to 18 students. Credits: 5
*Members of the department*
**Normally offered each fall**

### ARA 101 Elementary Arabic II
This is a continuation of First-Year Arabic I. Students will complete the study of the Elementary Arabic AlKitaab book series along with additional instructional materials. Following ACTFL proficiency standards, students should be at the Intermediate-Low level by the end of this course. Emphasis will be on the integrated development of all language skills – reading, writing, listening and speaking – using a communicative-oriented, proficiency-based approach. By the end of this semester, students will acquire vocabulary, grammatical knowledge, and language skills necessary for everyday interactions as well as skills that will allow them to communicate with a limited working proficiency in a variety of situations, read and write about a variety of factual material and familiar topics in non-technical prose. In addition to the textbook exercises, students will write short essays, do oral and video presentations, and participate in role plays, discussions, and conversations throughout the semester in addition to extra-curricular activities. Enrollment limited to 18 students. Prerequisites: Arabic 101 or equivalent. {F} Credits: 5
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Normally offered each fall**

### 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, students 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. Students gain a broad enough vocabulary to enables them to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material, and be able to write about similar topics. Also by the end of this semester, students should have a wide range of communicative language ability including grammatical knowledge, discourse knowledge, and sociolinguistic knowledge of the Arabic language. You should expect text assignments as well as work with DVDs, audio and video materials, and websites. Exercises and activities include essay writing, social interactions, role plays, and in-class conversations, oral and video presentations that cover the interplay of language and culture, extracurricular activities, and a final project. Prerequisite: Arabic 201 or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered each spring**

### ARA 300 Advanced Arabic I

This 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 read within a normal range of speed, listen to, discuss and respond in writing to original 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 covers 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
*Members of the department*
**Normally offered each fall**

### ARA 301 Advanced Arabic II

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
*Members of the department*
**Normally offered each spring**

### JUD 101 Elementary Modern Hebrew I

The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. No previous knowledge of modern Hebrew is necessary. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. Credits: 5
*Members of the department*
**Normally offered each fall**

### JUD 102 Elementary Modern Hebrew II

The second half of a two-semester sequence introducing 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 are 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. Prerequisite: JUD 101 or equivalent. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. {F} Credits: 5
*Members of the department*
**Normally offered each spring**

The Program in Jewish Studies at Smith College partners with the Department of Judaic and Near Eastern Studies at the University of Massachusetts to offer Smith students a full complement of courses to bring them to advanced proficiency in modern Hebrew. Normally, students who have completed JUD102 at Smith College will enter UMASS Hebrew 301 in the fall and follow it with Hebrew 302 in the spring. In fall 2017 Hebrew 301 will be taught by Joanna Caravita. Smith students will not have to travel to UMASS if they enroll in this course. There will be able to participate in the class through video conference at Smith. For more information on the Hebrew program, or if you have a question about language placement please contact Joanna Caravita.

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/jud) for a full list of summer Hebrew language programs.

## Middle East Studies Courses

### MES 100 Introduction to Middle East Studies

This 8-week course of weekly lectures will provide students with a comprehensive overview of Middle East Studies as a field of inquiry by focusing on the big questions that animate the teaching and research of faculty in Middle East Studies and related fields. Graded S/U. Credits: 1
*Members of the department*
**Normally offered in alternate years**

### MES 203 Introduction to Middle East Comparative Politics

This lecture class provides an introduction to the comparative politics of the Middle East. Readings, lectures, and discussions will examine political environments in the Middle East, with a focus on states as units of analysis, and on the general processes and conditions that have shaped state formation, the formation of national markets, and state-society relations in the region. The course will equip students to understand and critically assess how political interests are organized; the development of major political, social, and economic structures and institutions; and sources of political contestation within Middle Eastern societies. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 208 Introduction to the History of the Modern Middle East

Same as HST 208. This course examines the history of the modern Middle East from a global perspective. How have gender, economy, ecology, and religion shaped Middle Eastern empires and nation-states within a broader world? The course begins with transformations in Egypt, Iran, and the Ottoman Empire between 1800 and World War I. Next, it turns to experiences of colonialism, the rise of independent nation-states, and the birth of new political movements. Overall, we will work to appreciate the diversity of the region's cultures, languages, and peoples and to critically assess how the Middle East has been imagined from without and within. Enrollment limited to 40. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 210 Modern Middle Eastern Cinema

Same as HST 210. This course explores the history of Middle Eastern culture and socio-political thought through cinema. It will focus on the representations of gender, sexuality, class, and the evolution of socio-political ideologies over the course of the 20th-21st centuries. Further, it investigates how Arab filmmakers portrayed their reality cinematically, and how they viewed the lens as a medium for socio-political debate. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 213 (C) Sex and Power in the Middle East

This course invites students to explore how sexuality has been central to power and resistance in the Middle East. When and how have empires, colonial powers, and nation states tried to regulate intimacy, sex, love, and reproduction? How have sexual practices shaped social life, and how have perceptions of these practices changed over time? The course introduces theoretical tools for the history of sexuality and explores how contests over sexuality, reproduction, and the body shaped empires, colonial states, and nationalist projects. Finally, we examine contemporary debates about sexuality as a basis for political mobilization in the Middle East today. Enrollment limited to 18. {H}{S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 217 International Relations and Regional Order in the Middle East

The focus of this lecture course will be on the dynamics of inter-state relations in the broader Middle East (encompassing Turkey, Israel, and Iran). It will provide a brief introduction to relevant theoretical frameworks that have been used to explain the international and regional relations of the Middle East. It then applies these theoretical frameworks through in-depth attention to a wide range of themes and cases. In addition to readings on specific cases, the course will cover the origins and development of the Arab state system, alliance dynamics, the effects of oil on international relations, war and international relations, and the domestic sources of Middle East international relations. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 219 Histories of Arab Feminism

This course traces the history of Arab feminisms as movements forged in the context of social change in the Arab world, transnational ties, and the rise of European imperialism. How did feminist movements take shape in the modern Arab world? How have feminisms beyond the West been forged by processes of situated translation, as well as in response to local and regional conditions and struggles? And, how might feminisms from the Middle East and North Africa speak with, or speak back to, feminist politics and histories in other contexts, enriching our sense of what feminisms have, and could, accomplish? {H}
*Susanna Ferguson*
**Normally offered in alternate years**

### MES 220 The Arab Spring: Revolution and Counterrevolution in the Middle East

Explores the social, economic and political causes and effects of the mass protest movements that came to be known as the Arab Spring or the Arab Uprisings. Through a wide range of readings, documentaries, media accounts, social media content, and other materials we dissect the most significant, and still unresolved, political transformations in the Middle East in the last 100 years. A previous course in Middle Eastern politics, history or culture recommended, but not required. {H} {S} Credits: 4
*Members* of the department
**Normally offered in alternate years**

### MES 222 Islam and Democracy in the Middle East

This course aims to address the following questions: Are Islam and Democracy compatible? How is religious interest defined? How are Islamic images and institutions used? What is the historical relationship between Islam and politics? When and under what conditions is Islam publicized and politicized? Is Islam compatible with modernity? Is it possible to be modern and Muslim at the same time? How do Islamic scholars deal with the questions of "difference", democracy, and science? What are the social and political origins of reformist and democratically inclined Islamist parties and movements? How do they envision the relationship between Islam and democracy? (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 223 Mobility and the Middle East: Pilgrims and Nomads to Migrants and Refugees (1500 to the Present)

The study of the movement of peoples across the Middle East has provided scholars with an important lens through which regions, peoples, and cultures can be understood. This course provides an in-depth examination of mobility in the history of the Middle East. From the Nomadic and Pastoral communities who forged empires, to the caravans of pilgrims which tied together religious communities, and to the modern majority migrant worker states of the Persian Gulf. The history of the Middle East has been defined by the communities and people who were on the move as pilgrims, refugees, migrants, or merchants. Topics which this course covers includes: empire, genocide, communal violence, gender, citizenship, nationalism, networks, identity formation, and orientalism. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 224 The Rise and Fall of the Ottoman Empire from 1299–1918

The Ottoman Empire was one of the most significant world empires in history beginning in the Medieval period and finally collapsing just over 100 years ago. The empire spanned, for much of its history, the Balkans, North Africa, the Arab world, Anatolia, and the Eastern Mediterranean. The empire was composed of diverse sets of peoples including Orthodox Greeks, Sephardic Jews, Armenians, and Turkish and Arab Muslims. The spatial and social diversity of the Ottoman Empire highlights the empire's historic importance for any student who wishes to understand the pre-histories of the modern Middle East, the Balkans, or the Mediterranean world. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 230 Society and Development in the Middle East

This course focuses on the political economy of the Arab Middle East with emphasis on the social dimensions of economic development. It provides students with insight into the effects of shifting economic and social policies and economic conditions on the peoples of the Middle East and the social transformations that have accompanied post-colonial processes of state- and market-building. It explores how economic conditions shaped political activism, social movements, modes of protest, and broader patterns of state-society relations. Students will become familiar with theories of economic and social development and major analytic frameworks that are used to assess and make sense of society and development in the Middle East. (E) {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### MES 235 Perspectives on the Arab-Israel Conflict

Same as JUD 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees,

security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 237 (C) Mobility and Migration in the Modern Middle East

Same as HST 237. The history of the modern Middle East is a story of border-crossing as much as one of border-making. From the 19th century migrations from the Syrian coast to the Americas, to contemporary labor migrations to the Gulf, the region's nation states have been forged by those who move within and beyond their borders. How have forces of gender, class, race, and ethnicity shaped these journeys? This course examines the processes of movement and migration—voluntary and involuntary—that have shaped the modern Middle East and its diasporas from the 19th century to the present. Enrollment limit of 18. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 240 Encounters with Unjust Authority: Political Fiction of the Arab World

This colloquium will expose students to contemporary political literature of the Arab world in translation. Through their critical engagement with this literature, students will gain a nuanced, tangible, and deeply dimensional understanding of contemporary life in the Middle East and the many diverse and complex ways in which lives of the region's peoples are shaped by their political circumstances. Enrollment limit of 20. {L} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 244 (C) Thinking Revolution: Histories of Revolt in the Modern Middle East

Same as HST 244. Since 2011, the Middle East has been transformed by a seemingly unprecedented wave of revolution and revolt. How do these events fit within longer histories of social change in the region? In this course, we explore moments and concepts of social change in the Middle East between roughly 1800 and the present, focusing on the keyword, "Revolution." How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change in the region to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? Enrollment limit of 18. {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 253 Visual Culture of the Islamic World

Introduction to the art, architecture, and aesthetics of the Islamic world, with an emphasis on the early modern period. Works of art covered range from landmark monuments such as the Maidan-i Shah of Isfahan or the Taj Mahal, as well as portable objects including illustrated manuscripts, paintings, and luxury goods. This course will also engage with broader questions of approaches to the visual arts in Islam, engagement with non-Muslim societies, and the validity of characterizing art as Islamic. (E) {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MES 380 Seminar: Authoritarianism in the Middle East

This upper-level seminar focuses on the durability of authoritarian regimes in the Middle East and North Africa. The course examines the emergence of authoritarian regimes in the Arab world; their consolidation into full-fledged systems of rule; patterns and variation in authoritarian governance among Arab states; the political economy of authoritarianism; state-society relations under authoritarian rule; and authoritarian responses to democratization, economic globalization and pressures for political reform. Prior coursework on the history, politics, sociology, anthropology of the modern Middle East is useful. (E) {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Cross-listed Courses

### ARH 228 Islamic Art and Architecture

This course surveys Islamic visual art and architecture from the spread of Islam in the 7th-century until the present day, covering the Dome of the Rock and Persian miniatures to French Orientalism and Arab Spring graffiti. Attention is focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings examine the vital roles played by theology, royal patronage, gift exchange, trade and workshop practices in the formulation of visual traditions. Direct analysis of Islamic artworks at the Smith museum expand students' command of critical visual analysis. Group A, Group B {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FRN 230 Colloquium in French Studies

Topics course. 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 230. Enrollment limited to 18. Basis for the major. Prerequisite: 220, or permission of the instructor.

*"Banlieue Lit"*
In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the banlieues and cités. We examine the question of whether banlieue authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the banlieues nevertheless produce vibrant cultural expressions that beg the question: Is the banlieue a mere suburb of French cultural life, or more like one of its centers? {F} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### FYS 157 Syria Beyond the Headlines

Syria today is at the center of turmoil that is remaking the Middle East and challenging global security. Civil war, violent extremism, sectarian polarization and the globalization of terrorism have devastated the country, leading to mass population displacement and the most severe humanitarian crisis since WWII. By exploring the historical origins and the current trajectory of Syria's revolution in 2011 and its collapse into violent conflict, the seminar provides critical insight into the forces that are defining the future of Syria and the Middle East. Enrollment limited to 16 first-year students. WI {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 186 Israel through Literature and Film

What was the role of Hebrew writers in constructing a nation's founding myths and interpreting and challenging its present realities? How do literature and film about Zionism and the State of Israel frame and interpret tensions between sacred and secular, exile and homeland; indigenous and colonial; language and identity; and the national conflict between Jews and Palestinians?

All readings and screenings in English translation. Includes texts from differing historical periods, political perspectives, and languages. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 224 Colloquium: Globalization From an Islamic Perspective

This course introduces students to the diversity of political and economic challenges and opportunities facing the Muslim world in a globalizing context. We cover a range of contemporary topics from the legacies of colonialism, evolving human security issues, and the emergence of Islamist politics to the popularity of Islamic banking and commerce, as well as changing gender roles. Enrollment limited to 20. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 248 The Arab-Israeli Dispute

This course investigates the causes and effects of the Arab-Israeli disputes of the past and present as well as the viability of efforts to resolve them. We consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. Our exploration of the conflict touches on issues related to human security, terrorism and political violence as well as broader questions of human rights, national identity and international governance. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### GOV 326 Seminar in Comparative Politics

Topics course.

*The Middle East and North Africa*
This course serves as an overview of major themes in political science research pertaining to the Middle East and North Africa (MENA), while exploring the politics of individual countries from a comparative perspective. We investigate topics concerned with regime type and existing political institutions, political ideology and social movements, economic development, and civil-military relations. Assigned literature considers the interdisciplinary exchange of ideas on the contemporary MENA through a political, economic, and sociological lens, while explaining both regional trends and intra-regional variation. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 341 Seminar in International Politics

Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

### GOV 347 Seminar in International Politics and Comparative Politics

Topics course.

*North Africa in the International System*
This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya,focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) 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 political change. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### HST 208 (L) The Making of the Modern Middle East

This is an introductory course on modern Middle Eastern history, (1789–2011), focusing on the main socio-political and cultural forces that affected the region. It analyzes how specific events and long-term processes informed the realities of Middle Eastern life with emphasis on significant developments, including Ottoman reform; role of imperialism and colonialism; the emergence of nationalism(s) the rise of nation-states; and ideologies such as Zionism and Islamism. {H} Credits: 4
*Members of the department*
**Normally offered each academic year**

### HST 209 (C) Aspects of Middle Eastern History

Topics course.

*In Search of Modern Iran: From the Safavids to the Islamic Republic*
This course explores critical events and trends in the political, economic, social and religious history of Iran from the early 16th century through the Iranian Revolution in 1978 and the establishment of the Islamic Republic. Several themes, including the role of kingship, tribes and Shi'ism in the history of Iran following the sixteenth century, the processes of modernization, urbanization, and the emergence of new forms of identity in early modern and modern Iran, and the impact of informal and direct European colonial rule into the region in the nineteenth and twentieth centuries will constitute the focus of the course. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 227 (C) Aspects of Medieval European History

Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

### HST 229 (C) A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages

21st-century scholars argue that race is a constructed social identity that began to coalesce around the seventeenth century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. Does race function differently

between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race? Enrollment limit of 18. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 210 Jewish Studies in the Field
Enables students to focus on the intersection of Jewish Studies and a topic of regional, national, or global concern through intensive field study. Instructor permission only.
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 288 History of Israel
A historical survey of the State of Israel, from the pre-state origins of Zionism in the late 19th century to the present. Interpretation of Israeli political and cultural history through analysis of primary sources, documentary film, and debates over how history is written, and by whom. Places discussions about Zionism and Israel within the broader histories of Europe, Judaism, Palestine, and the Middle East. {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### JUD 362 Seminar in Jewish Studies
Topics course. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MUS 220 Topics in World Music
Topics course.

*Popular Music of the Islamic World*
Music is a thorny issue in many Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we engage with Islamic debates on popular music, explore music in a variety of cultures (e.g., Afghanistan, Algeria, Egypt, Iran, Malaysia, Pakistan, Senegal and Turkey), and examine the ways they illuminate different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 is helpful. {A} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### REL 110 Colloquia: Thematic Studies in Religion
Topics course.

*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
*Members of the department*
**Normally offered in alternate years**

### REL 245 Introduction to the Islamic Traditions
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
*Members of the department*
**Normally offered each academic year**

### REL 246 Muslims, Modernity and Islam
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
*Members of the department*
**Normally offered each academic year**

### REL 247 The Qur'an
The Qur'an, according to the majority of Muslims, is God's word revealed to Muhammad through the angel Gabriel over a period of 22 years (610–632 C.E.). This course 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? Study of the Qur'an as a seventh-century product, as well as the history of reception of this text. Analysis of its varying impact on the formulation of Islamic salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. {H} {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### REL 248 Topics in Modern Islam
Topics course.

*Jihad*
The persistence of the ideology of jihad in modern Islam drives revivalists 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, Sharia/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
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 249 Islamic Popular Music
Same as MUS 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion,

and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course will explore the religious debates over music and the rich musical tradition (including religious music) in Islam. {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 257 Mystical Traditions in Islam

The course introduces students to the mystical traditions in Islam (collectively known as Sufism), engaging them from academic, historical and phenomenological perspectives, and situating them within the broader Islamic religious traditions. The course contents include primary sources in translation and secondary studies. The first two weeks are devoted to the complexity of the study of religion, Islam and mysticism as academic categories. The course then focuses on mystical traditions and institutions,including interpretations of the Qur'an and the prophet Muhammad's life and teachings, mystical practices and theologies, and poetry. It concludes with an examination of Islamic mysticism today. {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### REL 345 Seminar: Islamic Thought

Topics course.

*Muslims and Shari'a Law*
This seminar explores the complexity and history of Shari'a Law in Islam. It examines the formation of a variety of schools of practice of Shari'a from very early on in Islamic history until today and the way Muslim jurists have maintained the relevance of Shari'a to their respective societies and times. It covers topics such as: the theory and application of Shari'a, purpose of Shari'a, sources of Shari'a (e.g., Qur'an, Muhammad, customs), hermeneutical tools (e.g., reason, public good, doubt), and the laws themselves. The course also discusses the interaction of Shari'a with other legal systems, especially in the context of today where Shari'a is restricted to a small realm (primarily family and personal law). Limited to juniors, seniors (and others by permission of the instructor). {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 230 Latin American and Peninsular Culture and Society

Topics course. May be repeated once with a different topic.
**Normally offered each academic year.**

*Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv*
This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalusi and Maghribi texts. Students are invited to think critically about concepts such as "tolerance," "convivencia," and "dhimma," as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 245 Latin American and Peninsular Studies

Topics course. May be repeated with a different topic.
**Normally offered each fall.**

*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 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. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 250 Iberian Cultural History

Topics course. May be repeated with a different topic.
**Normally offered both fall and spring semesters.**

*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} {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 332 Seminar: The Middle Ages Today

Topics course.
**Normally offered each spring.**

*Islam in the West*
This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about "convivencia," "clash of civilizations," "multiculturalism" and other theories that seek to make sense of the relationship between Islam and the West. Enrollment limited to 14. Permission of the instructor. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPP 255 (C) Muslim Women in Film

Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and study critically films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 25. {A}{F}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SWG 288 (L) Immigration and Sexuality in France and Europe

Taught in English. This course analyzes the politics of sexuality in immigration debates in France and Europe, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, films, fashion, performance art, music videos, and dance forms. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black, brown, and Muslim bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the

veil and niqab, as well as sexual nationalism and homo-nationalism. May be taken concurrently with FRN 288, which is taught in French, for FRN credit. Enrollment limited to 35. {H}{L}{S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# 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: 1–4
*Members of the department*
**Normally offered each academic year**

### MES 430D Honors Project
Credits: 4
*Members of the department*
**Normally offered each academic year**

# Museums Concentration

**Advisory Committee**

Jessica F. Nicoll, Museums Concentration Director; Director and Louise Ines Doyle '34 Chief Curator, Smith College Museum of Art
Rosetta Marantz Cohen, Myra M. Sampson Professor of Education & Child Study
Aprile Gallant, Associate Director of Curatorial Affairs and Senior Curator of Prints, Drawings and Photographs, Smith College Museum of Art
Elizabeth Redding Jamieson, Professor of Chemistry; Director, Center for Aqueous Biogeochemical Research
Barbara A. Kellum, Professor of Art
Dana Leibsohn, Alice Pratt Brown Professor of Art; Director of Latin American and Latino/a Studies [†2]
Caroline M. Melly, Associate Professor of Anthropology
Charlene Shang Miller, Educator for Academic Programs, Smith College Museum of Art
Christen Mucher, Associate Professor of American Studies; Director of the Smithsonian Program
Kiki Smith, Professor of Theatre [**1]
Fraser Stables, Professor of Art
Frazer D. Ward, Professor of Art

The Museums Concentration gives students a foundation in the history of museums and the critical issues in which they engage. Through a combination of academic coursework, two internships and independent research, students learn about institutions that shape knowledge and understanding through collection, preservation, interpretation and display of material culture. The Museums Concentration provides a unique opportunity at the undergraduate level for students to consider how their academic studies might connect to their future lives and careers. Students are introduced to issues such as community access, cultural ownership and public accountability—areas of study that will be important whatever they decide to do after Smith.

The Museums Concentration draws on the educational resources of Smith College Museum of Art's collection of more than 27,000 original works of art and the other special collections at Smith, on the expertise of SCMA's professional staff, and on the exceptional academic programs of Smith College and the other Five Colleges that support learning in this area.

The concentration accepts up to 15 students annually. Students must have a minimum of three semesters remaining at Smith to be eligible to apply for participation in the Museums Concentration. Students are encouraged to apply during sophomore year. Applications will not be accepted from first-year students. Preference is given to students with a demonstrated interest in the application of their academic discipline to the world of museums. The application deadline each year is December 1. For more information please visit: www.smith.edu/academics/museums-concentration.

Students are strongly encouraged to have taken the required gateway course MUX 119, Museums in Society, before they apply. Admitted students will be required to take MUX 300 (in the spring semester of senior year), 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. Students are encouraged to choose one elective that provides a foundation in the content area of the museums they are interested in exploring. The total combined coursework will accrue no fewer than 22 credits.

Coursework will be complemented by at least two practical experiences within museums. These may include internships and paid or volunteer practical experiences. For more information on courses and internships see www.smith.edu/academics/museums-concentration

## Required Courses

### MUX 119 Museums in Society

Museums are multi-layered institutions with complex histories. Their role in society reflects contemporary perspectives on the ways knowledge is produced, categorized, and communicated. This half-semester course introduces students to key topics reflecting the history of collecting institutions, their evolving public mission, and critical issues central to their work today. {H} Credits: 1
*Members of the department*
**Normally offered each fall**

### 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 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
*Members of the department*
**Normally offered each spring**

## Museum Course Electives

### MUX 222 Studies in Museums

What goes on behind the scenes in a museum? Who makes the decisions about what to collect and how to display and interpret it? How do concepts of mission and public trust guide that work? Through a series of rotating topics, Studies in Museums considers the conceptual and practical issues governing the work of museums. The course will use the resources of the Smith College Museum of Art—collections, programs, and staff—to explore these issues in practice. Through this work students will be introduced to the professional disciplines found within the field of museums, including curation, education, conservation, and registration. {A} Credits: 1
*Members of the department*
**Normally offered each Interterm**

*Interterm 2022: Painted Wood Sculpture*
This course will focus on an upcoming exhibition at Smith College Museum of Art on painted wooden sculpture (13th-17th centuries). Taught by the curator of the exhibition, it will explore four of the museum's objects to be included in the exhibition within the contexts of their history and related issues of conservation. Lectures and discussion will alternate with in-person technical examination of the sculptures, their treatment, and hands-on workshops concerning materials and methods with a professional art conservator.

### MUX 400 Special Studies

Admission by permission of the Museums Concentration director. Normally, enrollment is limited to museums concentrators only. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

# Recommended Course Electives

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 302 Seminar: The Material Culture of New England, 1630–1860
AMS 411 Seminar: American Culture - Conventions and Contexts (open to students in the Smithsonian Program)

## Anthropology

ANT 135 Introduction to Archaeology
ANT 221 Archaeological Method, Theory and Practice
ANT 249 Visual Anthropology

## Archaeology

ARC 135 Introduction to Archaeology

## Art

ARH 110 Art and Its Histories
ARH 207 Translating New Worlds
ARH 292 Collecting the Past: Art, Artifact and Ancient America
ARH 400 Special Studies

## Chemistry

CHM 100 Perspectives in Chemistry Chemistry of Art Objects
CHM 118 Advanced General Chemistry

*For those on a conservation track:*
CHM 111 General Chemistry
CHM 224 Introduction to Inorganic and Physical Chemistry

## Classical Languages and Literature

CLS 217 Greek Art and Archaeology
CLS 218 Hellenistic Art and Archaeology
CLS 237 Artifacts of Daily Life in the Ancient Mediterranean

## Education and Child Study

EDC 235 Child and Adolescent Growth and Development
EDC 238 Introduction to the Learning Sciences
EDC 347 Individual Differences Among Learners

## East Asian Languages and Cultures

EAL 237 Chinese Poetry and the Other Arts

## First-Year Seminars

FYS 197 On Display: Museums, Collections and Exhibitions

## Geosciences

GEO 112 Archaeological Geology of Rock Art and Stone Artifacts

## Inter/Extradepartmental

IDP 116 Introduction to Design Thinking
IDP 132 Designing Your Path

## Landscape Studies

LSS 245 Place Frames: Photography as Method in Landscape Studies

## Latin American and Latino/a Studies

LAS 291 Decolonize This Museum

## Philosophy

PHI 233 Aesthetics

## Theatre

THE 154 “Reading” Dress: Archival Study of Clothing

# Five College Courses

Relevant Five College courses can also count toward Museums Concentration credit. See the current Five College catalog to check availability and consult with Museums Concentration advisers.

# Music

**Professors**
Margaret Sarkissian, Ph.D.
Joel Lee Pitchon, M.M., Chair
Steve Waksman, Ph.D.

**Associate Professors**
Katharine P. Soper, D.M.A. **2

**Assistant Professor**
Andrea Moore, Ph.D.
Maeve Sterbenz, Ph.D.
Jiayan Sun, D.M.A.

**Five College Professor**
Olabode Omojola, Ph.D.

**Senior Lecturers**
Grant R. Moss, D.M.A. †2
Jonathan M. Hirsh, D.M.A., Director of Orchestral and Choral Activities *2

**Lecturer**
Marie-Volcy Pelletier, G.D.M.

**Lecturer and Assistant Director of Choral Activities**
Paige Graham, M.M.

**Visiting Artist and Lecturer**
Tristan Teo, M.M.

**Collaborative Pianist**
Lemuel Gurtowsky, M.M.

## The Major

**Advisers:** Members of the department

**Adviser for Study Abroad:** Margaret Sarkissian

**Requirements:** Ten semester courses and four credits in performance. The ten semester courses include the basis (102, 110, and 202), six additional classroom courses above the 100 level, and 325 in the senior year. Of the six additional classroom courses, at least one must be taken in three of the following areas:

- History of Western music
- World music
- American music
- Music theory and analysis
- Composition and digital music

Other courses that are not covered by one of these five categories may be counted toward the major on a case-by-case basis, with special department approval.

In world music and in American music, 101 and 105 or 106, respectively, may be substituted for an additional classroom course above the 100 level.

The four credits in performance can be fulfilled by taking: two semesters of lessons on an instrument or in voice, or two semesters of conducting; or, four semesters of participation in an ensemble, which may be the same ensemble over four semesters, or may consist of participation in multiple ensembles as long as the four-semester requirement is met.

Students may be exempted from courses required for the basis of the major as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of 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 additional classroom courses in the major.

The S/U grading option is not allowed for courses counting towards the major, with the exception of ensembles that are graded S/U, that can be applied to the performance requirement.

### Music Major with Concentration in Performance

Majors who have demonstrated an exceptional commitment to performance studies may, before March of their junior year, audition before a department committee for admission to the concentration in performance , which consists of enrollment in MUS 940y and the preparation of a full recital during the senior year.

## The Minor

**Advisers:** Members of the department

**Requirements:** Six semester courses, including the basis (102, 110, 202) and three additional classroom courses of which at least two should be above the 100 level. Students may be exempted from courses required for the basis of the minor as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of courses required for the minor. The S/U grading option is not allowed for courses counting toward the minor.

## Honors

**Director:** Andrea Moore

**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 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to 8 credits, and will take an oral examination on the subject of the thesis. The thesis in history or cultural studies will normally be a research paper of approximately 50 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 courses distributed as indicated in the following four categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements:

- 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 adviser, including courses from related disciplines such as anthropology, sociology, history or media studies; area studies fields such as African studies, American studies, Asian studies or Middle East studies; or other fields 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

# 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 consists of 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*
**Normally offered each spring**

### FYS 100 My Music: Writing Musical Lives

This first-year seminar begins with an exploration of our own musical lives. What does the particular constellation of material that we call "My Music" tell us about who we are, where we come from, and how we relate to the world? After analyzing and comparing musical lives within the class, we will read selected case studies and collaboratively design a musical biography project. Each student will curate one person's musical life story, gathering data through one-on-one interviews, weaving together their interlocutor's words with their own interpretations, and ultimately reflecting on what they have learned from the experience. Enrollment limited to 16 first-year students. WI Credits: 4
*Margaret Sarkissian*
**Normally offered each fall**

### MUS 101 World Music

Music Is a universal phenomenon; every culture has something that we recognize as music. This course introduces you to a number of musical systems—traditional, classical and popular—from around the world and uses case studies to explore the complex relationships between music and culture. By engaging with music analytically, as musicologists (paying attention to the sounds you hear) and ethnographically, as anthropologists (paying attention to the cultural context), you learn basic principles that enhance your understanding of music globally speaking. No prerequisites.{A} {S} Credits: 4
*Margaret Sarkissian*
**Normally offered in alternate years**

### MUS 102 Politics, Power, Performance, Prestige: Making Music History

This class is an introduction to music history that combines a close study of music from the Western classical tradition with research methodology and an orientation to the discipline of musicology. Organized by genres and concepts, the class looks at classical music as both a repertoire and an object of cultural study. In addition to covering a range of works, we will address their production, performance, and reception through a study of their social and political context, and raise questions of power, representation, and patronage. We will also examine our own ideas about the role of the artist, what it means to be a musician, and the social future of this music. Students will have the chance to do original research on a piece or topic of their choice, and will get a foundation in the College's scholarly resources, especially the holdings at Josten Library and Special Collections. {A} {H} Credits: 4
*Andrea Moore*
**Normally offered each fall**

### MUS 105 Roll Over Beethoven: A History of Rock

This course provides a critical survey of rock music, tracing the music's development from blues and blackface minstrelsy to heavy metal, grunge, and techno. Emphasis throughout is placed upon understanding musical developments in the context of American race and gender relations and the politics of youth cultures in the U.S. Topics to be covered include: Elvis Presley and American race relations; Jimi Hendrix and the blues; girl groups; the rise of arena rock; and the significance of the DJ in hip hop. Enrollment limited to 45. {A} {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### MUS 106 American Sounds

This course surveys developments in the history of American music, with a primary focus on the 20th century. We pay particular attention to blues and country music, two styles that arose early in the century and provided the foundation for much of what followed. The course may cover other styles such as: blackface minstrelsy, Tin Pan Alley, folk, jazz, classical or varieties of Latino music. Throughout, we attend to musical aspects of these styles, and connect them to larger historical themes and social issues concerning race, class, gender and the making of "American" identity through music. Formal knowledge of music is not required. Enrollment limited to 45. {A} {H} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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. Prerequisites: ability to read standard notation in treble and bass clefs, including key signatures and time signatures, and the ability 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. Class sections limited to 20. {A} Credits: 0–4
*Maeve Sterbenz*
**Normally offered each fall**

### MUS 120 Music Decoded: What Do You Hear?

The primary goal of this course is to deepen your understanding of the music you like, while forging connections to music that is unfamiliar to you, making you a more well-informed music consumer. Throughout the course, you hone active listening skills, helping you to identify technical components and to connect with the music on an emotional level. These skills help you describe more specifically what you hear, and decode increasingly complex music. Classes cover folk, popular, jazz, non-western classical and other styles. {A} Credits: 2
*Members of the department*
**Normally offered each spring**

# Intermediate and Advanced Courses

## 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 and in-class discussion, we study the institutions (ensembles, concerts, schools) and the varied of music making (classical, popular; amateur, professional) 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, Steve Waksman*
**Normally offered each spring**

## MUS 203 Music as Memorial and Monument

Music has long played an important role in both memorialization and monumentalization. In this class, we use music as a lens through which to consider the agendas and values behind public displays of memory, history, and political strength. We will study music written to commemorate victims of war, state violence, and illness, from requiems to 9/11 memorial works. We will also consider how composers, performers, and listeners have participated in monumentalizing historical or political occasions, from composer anniversary celebrations to national anthems. {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## MUS 205 Topics in Popular Music

Topics course.

*Improvising History: The Development of Jazz*
The course combines exploration of jazz music with examination of topics in the social and cultural history of jazz. Musically, the development of jazz is traced from the early styles that took root in New Orleans and Chicago to the challenging "free jazz" sounds of the 1960s and the 1970s, and into the current "postmodern" moment of jazz history. Historically, the course considers such issues as the key importance of race to the social development of jazz, the shifting status of jazz as "popular" or "art" music, and the nature and significance of improvisation as a medium of creative expression in 20th century American culture. Some previous knowledge of African American music and history or permission of the instructor required. Enrollment limited to 20. {A} Credits: 4
*Steve Waksman*
**Expected to be offered in the next 3 years**

*Metal and Punk: Rock History Out Loud*
In-depth examination of the historical, musical and social development of heavy metal and punk rock, two key genres in the recent history of rock. In this course, we explore metal and punk as interrelated musical responses to the "crisis" that beset post-1960's rock, and use the two genres as a lens for examining the nature and definition of popular music genres, the status of rock music as a commodity, the politics of "noise," and the shifting qualities of the rock audience from the 1970s to the present. Enrollment limited to 20 students. {A} Credits: 4
Members of the department
Expected to be offered in the next 3 years

## 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
*Members of the department*
**Normally offered each spring**

## MUS 218 Music and the Moving Body

This course considers connections between human movement and music from the perspective of performance, analysis, history, and cognition. Topics covered include music and gesture, music performance, the role of the body in listening, and the co-constitutive relationship between music and dance. Students will develop a deeper awareness of music's fundamentally embodied nature and learn about a variety of different ways in which movement-music interaction has historically shaped artistic practices. Course readings will address a range of different styles including Western classical music, modernist and avant garde music, Hip hop, pop, country, gospel, West African music, Salsa, and Gamelan. {A} (E) Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## MUS 220 Topics in World Music

Topics course.

*African Popular Music*
This course focuses on twentieth century African popular music: it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Musical idioms like highlife, soukous, kwaito, hiplife, afrobeat, and afrobeats will be studied to assess the significance of popular music as a creative response to social and political developments in the colonial and postcolonial environment in Africa. The course also discusses the growth of hip-hop music in selected countries by exploring how indiginous cultural tropes have provided the basis for its local adaptation. The themes explored in this class include music and identity; music, politics, and resistance; the impact of African diaspora music traditions, cosmopolitanism, neo-traditional forms, apprpriation, and the politics of musical nostalgia. Enrollment limited to 30. {A} {S} Credits: 4
*Olobode Omojola*
**Normally offered in alternate years**

*The Music of Japan*
An introduction to the music of Japan focusing on selected ritual, instrumental, theatrical and popular music genres. In addition to placing music within its socio-cultural context, the course explores how distinctly Japanese genres have developed in response to internal social changes and contact with foreign cultures. No prerequisites. {A} {S} Credits: 4
*Margaret Sarkissian*
**Expected to be offered in the next 3 years**

## AMS 220 Colloquium

Topics course.

*Dance Music Sex Romance: Popular Music, Gender and Sexuality from Rock to Rap*
Since the 1950s rock 'n' roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to "straight" desires over "queer." This course will examine how popular music from the 1950s to the present has been shaped by gender and sexuality, and the extent to which the music and its associated cultural practices have allowed artists and audiences to challenge gender and sexual norms, or alternately have served to reinforce those norms albeit with loud guitars and a heavy beat. Enrollment limited to 20 {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years.**

## MUS 231 From Goat Songs To Flash Mobs: Music and Theater

Music and theatre are both time-based arts that involve bodies in motion in front of an audience. Though they may be considered separate disciplines, the

full extent of what they share often makes them wonderfully indistinguishable. This course probes the intersections of music and theatre through a survey of genres, works, artists, and practitioners. While material covered will include clearly relevant genres such as musicals and opera, the focus will be on more difficult to categorize topics such as performance art, immersive theatre, and experimental music, in an open-minded examination of what makes this alliance so compelling. Enrollment limit of 20. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MUS 233 Introduction to Music 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 P. Soper*
**Normally offered each fall**

### FMS 235 Listening to Cinema
This course explores the sound worlds of narrative, experimental and documentary cinema. Emphasis is placed on critical listening with regular sound exercises and focused analysis of individual films. Topics addressed include the aesthetics and politics of listening; sound design; the voice; film music; and the history of sound technology. The first half of the course will be devoted to sound theory and practice, with sound-oriented readings drawn from disparate fields including philosophy, film theory, musicology and short fiction. In the second half, we will undertake an historical survey of sound technology since the late nineteenth century. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MUS 249 Islamic Popular Music
Same as REL 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe that music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course explores the religious debates over music and the rich musical tradition (including religious music) in Islam. {A} {H} Credits: 4
*Suleiman Mourad and Margaret Sarkissian*
Expected to **be** offered in the next 3 years

### 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, opera and experimental music. Composers to be considered include Hildegard of Bingen, Mozart and Wagner as well as such recent and contemporary figures as Meredith Monk, Pauline Oliveros and Julius Eastman, and popular artists including Beyoncé and Björk. Open to all students (including first-year students) who have had previous musical experience or who have obtained the permission of the instructor. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MUS 251 History of Opera
This course offers an introduction to opera from the 16th to the 21st centuries, with an emphasis on gender performance, virtuosity, and the unique history of opera performance at Smith College. Earlier works include Monteverdi's *Orfeo*, Handel's *Rodelinda*, Mozart's *Marriage of Figaro*, and Verdi's *Aida*, while more modern and contemporary operas include Strauss's *Salome* and Kaija Saariaho's *L'Amour du Loin*. {A} {H} Credits: 4
*Andrea Moore*
**Normally offered in alternate years**

### MUS 258 Performing Culture
Same as ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Permission of the instructor required. Enrollment limited to 30. {A} {S} Credits: 4
*Margaret Sarkissian*
**Normally offered in alternate years**

### MUS 260 The Music of J.S. Bach
This course is an introduction to the music, life, and legacy of the composer Johann Sebastian Bach, whose music inspired generations of composers and performers across genres. In addition to studying some of his works in depth and his biography, we will explore the cultural and historical context in which he worked, raising questions about performance, instruments, religious life, and patronage. We also look at his influence on music in the nineteenth century, the controversies around his St. John Passion in the twentieth, and his legacy in the twenty-first century. {A} {H} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### MUS 262 Experimental Music
What counts as music? Who decides? Can anyone make music? This course raises these and other questions by focusing on experimental music. We explore the history and practice of experimental music, focusing on text, graphic, and other forms of notation. We also look at the history of experimental music in performance, and make our own in-class performances of several key pieces. Through our reading and practice, we ask questions about musical authority, skill, and even failure, and the role of institutions in shaping our musical ideas. {A} {H} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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—that concern the broad history of 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
*Members of the department*
**Normally offered each spring**

### MUS 341 Seminar in Composition
Prerequisite: MUS 233. Admission by permission of the instructor. May be repeated for credit. {A} Credits: 4
*Katharine P. Soper*
**Normally offered each spring**

### 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. Permission of the instructor required. {A} Credits: 4
*Katharine P. Soper*
**Normally offered each fall**

### MUS 400 Special Studies
In the history of Western music, world music, American music, composition and digital music, or music theory and analysis. For
juniors and seniors, by permission of the department. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

### MUS 430D Honors Project
Credits: 8
*Members of the department*
**Normally offered each academic year**

### MUS 431 Honors Project
Credits: 8
*Members of the department*
**Normally offered each fall**

# Graduate Courses

The department offers no graduate program but in exceptional circumstances considers admitting an advanced student whose independent studies leading to the A.M. degree would be overseen by the appropriate members of the faculty.

# Performance

The music department offers a range of performance courses: individual lessons, numbered MUS 914Y, 924Y, 930Y and 940Y; chamber music (MUS 901); conducting (MUS 903); and large ensembles, numbered MUS 951 and above.

Auditions are held for individual lessons and for certain ensembles during the fall orientation period and the first days of each semester. Students are accepted on the basis of musicianship, competence and potential. With the exception of voice, some prior experience and the ability to read music is assumed. There is a fee for lessons which is waived for music majors and minors. Other students are encouraged to apply for departmental scholarship funds. Should there be no Smith College faculty teaching a particular instrument, every effort is made to provide students with a qualified instructor.

Individual voice and instrument performance courses consist of weekly private lessons, with specific expectations determined by each instructor. Lessons require a yearlong commitment and are normally taken in addition to a regular course load. Two such courses may be taken concurrently with department approval. (This restriction does not apply to enrollment in MUS 901, MUS 903, or to participation in large ensembles for credit.)

No more than 24 credits in performance, including participation in various large ensembles, may be counted toward graduation. All large ensembles are graded on an S/U basis. For more detailed information on instrumental and voice lessons, and a list of current faculty, visit the Music Department website, www.smith.edu/music.

All performance students are encouraged to study music in the classroom. Non-majors and non-minors should talk with their instructors about which courses best complement their interests.

Individual performance lessons carry the following numbering sequence and credits:

### MUS 914Y First year of study
This is a full-year course. Credits: 4, at the completion of two semesters. {A} Credits: 2
**Normally offered each academic year**

### MUS 924Y Second year of study
This is a full-year course. Prerequisite: MUS 914Y. Credits: 4, at the completion of two semesters. {A} Credits: 2
**Normally offered each academic year**

### MUS 930Y Third and fourth years of study
Prerequisite: MUS 924Y. This is a full-year course. Credits: 4, at the completion of two semesters. {A} Credits: 2
**Normally offered each academic year**

### MUS 940Y Concentration in Performance
Reserved for seniors who have been approved for Concentration in Performance. Two hours of performance lessons per week during the senior year. Credits: 8, at the completion of two semesters. {A} Credits: 4
**Normally offered each academic year**

### MUS 901 Chamber Music
Weekly meetings for exploration and coaching of varied repertory for duos and small ensembles. Open to instrumental students by permission of instructors. May be repeated for credit. {A} Credits: 1
Joel Lee Pitchon
**Normally offered both fall and spring semesters**

### MUS 903 Conducting
Introduction to the art of conducting. This course 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; instructor permission required. May be repeated for credit. {A} Credits: 2
Jonathan M. Hirsh
**Normally offered each spring**

# Large Ensembles: Choral

All students are encouraged to join a choral ensemble. The dynamic **Smith College Glee Club** performs annually at Commencement and Family Weekends, Montage, Autumn Serenade, Christmas Vespers, and at various college events including Opening Convocation, Otelia Cromwell Day and Rally Day. The Glee Club selects music from a diverse repertoire, including major works for treble voices, jazz, contemporary, and folk music of the U.S. and from international traditions. Every spring, glee clubs from such universities as Harvard, Rutgers, Cornell, Michigan and Virginia come to campus to collaborate on a major work. Recent performances have included the Mozart *Requiem*, Orff's *Carmina Burana* and Brahms' *Ein Deutsches Requiem*. Auditions for Glee Club are normally held during orientation and the first two weeks of classes in both semesters.

Members of the Glee Club are eligible to audition for the highly selective **Smith College Chamber Singers**. The internationally known Chamber Singers have performed widely since 1951. Touring every two years, the program provides financial assistance enabling all members to tour regardless of financial need. Auditions for Chamber Singers are held after Glee Club auditions have concluded.

Students who would like to try singing in a group setting for the first time should schedule an interview with the instructor of **Introduction to Choral Singing**, a course that introduces students to the skills and concepts of group singing.

Glee Club and Chamber Singers meet on Mondays and Wednesdays in the late afternoon. Introduction to Choral Singing meets on Thursdays in the late afternoon.

### MUS 951 Introduction to Choral Singing
{A} Credits: 1
*Paige Graham*
**Normally offered both fall and spring semesters**

### MUS 952 Smith College Glee Club
{A} Credits: 1
*Jonathan M. Hirsh and Paige Graham*
**Normally offered both fall and spring semesters**

### MUS 953 Smith College Chamber Singers
{A} Credits: 1
*Jonathan M. Hirsh and Paige Graham*
**Normally offered both fall and spring semesters**

## Large Ensembles: Instrumental

### MUS 954 Smith College Orchestra
A symphony orchestra open to Smith and Five College students, and members of the community. The orchestra gives at least one concert each semester and performs on Family Weekend and other college events. {A} Credits: 1
*Jonathan M. Hirsh*
**Normally offered both fall and spring semesters**

### MUS 955 Smith College Javanese Gamelan Ensemble
Open (subject to space) to Smith and Five College students, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings. {A} Credits: 1
*Philip Acimovic*
**Normally offered both fall and spring semesters**

### MUS 956 Smith College Jazz Ensemble
The jazz ensemble rehearses once per week on Wednesday evenings 7–9 p.m. in Earle Recital Hall, and performs at least one concert per semester. Favoring traditional big band instrumentation, and performing a variety of jazz styles, the ensemble is open to Smith and Five College students, as well as and members of the community (space permitting, and by permission of the instructor) with all levels of music training. Prior jazz experience is recommended but not required. {A} Credits: 1
*Genevieve Rose*
**Normally offered both fall and spring semesters**

### MUS 957 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. {A} Credits: 1
*Hannah Berube*
**Normally offered both fall and spring semesters**

### MUS 958 Smith College Celtic Music Ensemble: The Wailing Banshees
An ensemble dedicated to learning and performing music from the Celtic lands. Music is learned primarily by ear. One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff, and members of the community. {A} Credits: 1
*Ellen Redman*
**Normally offered both fall and spring semesters**

### MUS 959 Handbell Choir
The choir performs at the Family Weekend Montage concert, the annual Advent Dinner for the Roman Catholic community, Christmas Vespers and the second semester Spring Ring. In addition, the choir occasionally performs in off-campus community concerts. Rehearsals are Tuesdays and Thursdays at 5 p.m. in the John M. Greene Hall Handbell Room. {A} Credits: 1
*Grant R. Moss*
**Normally offered both fall and spring semesters**

### MUS 960 Chinese Music Ensemble
This course introduces students to the modern Chinese ensemble and a variety of Chinese music styles. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances. One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff, and members of the community. {A} Credits: 1
{A} Credits: 1
*Chia-Yu Joy Lu*
**Normally offered both fall and spring semesters**

## 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. More information may be found at https://www.fivecolleges.edu/earlymusic

# Neuroscience

**Faculty of Neuroscience**
Michael Joseph Barresi, Ph.D., Professor of Biological Sciences
David Bickar, Ph.D., Professor of Chemistry
Mary Ellen Harrington, Ph.D., Professor of Neuroscience and Psychology †1
Virginia Hayssen, Ph.D., Professor of Biological Sciences
Richard F. Olivo, Ph.D., Professor of Biological Sciences
Annaliese K. Beery, Ph.D., Associate Professor of Psychology †1, †2
Lisa A. Mangiamele, Ph.D., Associate Professor of Biological Sciences, Director †2
Sharon Owino, Ph.D., Assistant Professor of Neuroscience
Daniel Vahaba, Ph.D., Visiting Assistant Professor in Biological Sciences
Beth Powell, Ph.D., Senior Lecturer in Psychology
Alexis Ziemba, Postdoctoral Fellow and Lecturer, Neuroscience
Narendra Pathak, Laboratory Instructor, Neuroscience

## Major

**Required Core Courses**
Take each of these core courses:
- BIO 132/133 Cells, Physiology and Development + lab
- CHM 111 (or CHM 118), CHM 222 Chemistry I and II
- NSC 210 Fundamentals of Neuroscience
- NSC 230 Experimental Methods in Neuroscience
- MTH 201 / PSY 201 or MTH 220 Statistics

Take two of these biology courses as part of the core:
BIO 200 Animal Physiology
BIO 202 Cell Biology
BIO 230 Genomes and Genetic Analysis

**Advanced Lecture / Research Lab Courses:**
Take three advanced courses, at least one of which must be a lab course and one a lecture course, from these options:

*Lecture courses:*
NSC 314 Neuroendocrinology
NSC 318 Systems Neurobiology
BIO 300 Neurophysiology
BIO 302 Developmental Biology
BIO 310 Cell & Molecular Neuroscience
BIO 362 Animal Behavior

*Lab courses:*
NSC 324 Research in Behavioral Neuroscience
NSC 328 Research in Systems Neurobiology
NSC 330 Research in Cellular Neurophysiology
BIO 303 Research in Developmental Biology
BIO 330 Research in Cellular Neurophysiology
BIO 363 Research in Animal Behavior
PSY 320 Research in Biological Rhythms

**Seminars**
Take one seminar from these options:
NSC 312 Seminar in Neuroscience
NSC 313 Seminar in Organismal Neuroscience
NSC 316 Neuroscience in the Public Eye
BCH 380 Topics in Biochemistry: Protein Misfolding
BIO 323 Topics in Developmental Biology: Regeneration
PSY 314 Seminar in Foundations of Behavior
PSY 326 Seminar in Biopsychology
PSY 327 Seminar in Mind and Brain: Alzheimer's Disease

**Elective Courses**
Complete one elective course:
PSY 120 Human Cognition
PSY 130 Clinical Neuroscience
PSY 227 Brain, Behavior and Emotion
PSY 230 Psychopharmacology

The Neuroscience major requires 51-56 credits, depending on which courses are chosen. The S/U option may not be used for courses in the major with exceptions granted in 2020–2021. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. NSC 230 is not open to seniors.

**Advisor for Study Abroad:** Virginia Hayssen
**Advisor for Transfer Students:** Virginia Hayssen

## The Minor

The Neuroscience minor consists of 6 courses.
1. BIO 132 Cells, Physiology and Development, or the equivalent
2. NSC 210 Fundamentals of Neuroscience
3. NSC 230 Experimental Methods in Neuroscience
4. and three elective courses, chosen in consultation with the NSC minor advisor from courses that count towards the NSC major, and with at least 2 at the 300 level.

PSY 202 can substitute for NSC 230, but only if one of the 300-level elective courses is also a lab course. Students with AP or IB credit in Biology can opt to omit Bio 132 and take a further elective.

## Honors

**Director:** Michael Barresi

### NSC 430D Honors Project
This is a full-year course. Credits: 4
**Normally offered both fall and spring semesters**

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

### NSC 210 Fundamentals of Neuroscience
The course will provide an introduction to the organization and function of the mammalian nervous system along with an exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. The course will develop an appreciation of how brain cells interact to orchestrate responses and experiences. Emphasis will be placed on the cellular and molecular physiology of the nervous system with a focus on retinal phototransduction and mechanisms governing memory. The material will be presented at a level accessible for life science majors. Prerequisites: BIO 132, BIO 132 concurrently or AP Bio. A basic appreciation of this level of biology is

essential in order to understand the cellular and molecular underpinnings of the nervous system and the biological bases of behavior. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

## NSC 230 Experimental Methods in Neuroscience

A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: CHM 111 or 118, and PSY 130 or NSC 210 (can be taken concurrently) or permission of the instructor. Not open to seniors. Enrollment limited to 16. {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

## NSC 312 Seminar in Neuroscience

Topics course.

*Alzheimer's Disease and other dementias*
In this seminar we discuss the history of Alzheimer's Disease and related dementias, the underlying cellular and molecular changes, and the range of symptoms. We will discuss the importance of genetic, inflammatory, and microbiome factors. 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. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Experience and the Plastic Brain*
"Biology gives you a brain. Life turns it into a mind". This line from *Middlesex* by Jeffrey Eugenides raises a fundamental question in neuroscience: how does experience shape our brain and behavior? In this seminar, students will explore the molecular, physiological, and behavioral mechanisms of "critical periods": temporary epochs across development characterized by heightened experience-dependent neural plasticity. Discussions will focus on how early life experience shapes neural circuits involved in vision, communication, and navigation. Permission from the instructor required. Suggested prerequisites: NSC 210, NSC 230, BIO 300, or BIO 310, as well as a course in statistics. Enrollment limit of 12. {N} Credits: 4 {N} Credits: 4
*Members of the department*
**Normally offered each fall**

*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
*Members of the department*
**Expected to be offered in the next 3 years**

*Environmental Neuroscience*
***Alexis Ziemba***
**Expected to be offered in the next 3 years**

*Stroke*
***Sharon Owino***
**Expected to be offered in the next 3 years**

## NSC 313 Seminar in Organismal Neuroscience

Topics course.

*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 may include behaviors related to orientation and migration, social communication, feeding and reproduction. Students will gain experience reading and writing about the primary literature and discussing current research. Prerequisites: NSC 230 or BIO 363 and either BIO 200, NSC 210, or permission of the instructor. BIO 362 is recommended but not required. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Social Neuroscience*
As members of a highly social species, we recognize and interact with many different individuals in specific and nuanced ways.This seminar focuses on the neural mechanisms that support social behaviors, from individual recognition and social memory to formation of social attachments. We will discuss how different combinations of prosocial and antisocial traits contribute to particular social or mating systems (group living, monogamy, etc.), and how the evolution of social behaviors is reflected in the brain. Emphasis will be placed on current research in social neuroscience. Prerequisites: NSC 230 and PSY 130 or NSC 210, or permission of the instructor. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

## 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 324 is recommended when both courses are offered. Prerequisites: NSC 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

## NSC 316 Seminar: Neuroscience in the Public Eye

Students enter this seminar with a topic of current public interest that they research. Students critically analyze public media, original research reports and historical background on this topic. They conduct interviews with experts and produce media meant for the general public interpreting the current scientific understanding. Open to juniors and seniors, by permission. Prerequisites: background adequate for reading original neuroscience research reports (NSC/PSY 210, NSC 230, a course in statistics), a suitable research topic, and background adequate for research on that selected topic. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## NSC 318 Systems Neurobiology

Systems neurobiology encompasses the study of sensation, movement and higher-order functions such as language. The development of new technologies to image the brain, measure and manipulate neural activity, and understand whole-brain patterns of gene expression means our knowledge of systems neurobiology is growing rapidly. Thus, the major goal of this class is to teach what types of questions to ask and what approaches to use to find their answers. Course material focuses primarily on the functional organization and evolution of the vertebrate brain. Students demonstrate their mastery of course material through group work, discussions of the primary literature, and short writing projects. Prerequisites: NSC/PSY 210 and BIO 200 or 202. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

## NSC 324 Research in Behavioral Neuroscience

This course consists of laboratory investigations of neuroscience research questions linking brain and behavior. In each semester, students may take on different questions in behavioral neuroscience from the effects of endocrine disruptors on behavioral development to the role of oxytocin in social behaviors. Students will spend the first portion of the semester learning techniques, discussing relevant articles, and developing research proposals.

This will lay the foundation for open-ended research in the second part of the semester. Concurrent or prior enrollment in Neuroendocrinology, Systems Neuroscience or Neurobiology of Reproduction is highly recommended. Prerequisites: BIO 132 or equivalent and NSC 230. Enrollment limited to 12. {N} Credits: 3
*Members of the department*
**Normally offered in alternate years**

### NSC 328 Research in Systems Neurobiology

Understanding how organisms sense the external world, how they move around in their environment, and why they exhibit complex behaviors requires studying the nervous system function at many levels of biological organization – from genes to whole animals, and everything in between. In this course, you will be engaged in the process of doing real research, including designing experiments, learning lab techniques, collecting and analyzing data, and presenting results in multiple formats. Students will begin the semester reading and discussing relevant literature on a topic of current research and developing skills in experimental design. The second part of the semester will focus on carrying out an open-ended research project. Prerequisites: BIO 132 or equivalent and NSC 230. Enrollment limited to 12. (E) {N} Credits: 3
*Members of the department*
**Normally offered in alternate years**

### NSC 400 Special Studies

A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. Credits: 1–5
*Members of the department*
**Normally offered both fall and spring semesters**

### NSC 430 Honors Project

Honors Project This is a full-year course. Credits: 8 Normally offered both fall and spring semesters Please consult the director of honors or the departmental website for specific requirements and application procedures. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Cross-Listed Courses

### BIO 132 Molecules, Cells, and Systems

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 attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Laboratory (BIO 133) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 133 Research in Molecules, Cells, and Systems

This Laboratory Course introduces students to biological discovery and the biological research process. Students will gain hands on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of your own discoveries and results. Research projects vary with each Instructor. Prerequisite: BIO 132 , (normally taken concurrently). {N} Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

### BIO 200 Animal Physiology

In this course you will learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting and writing about the primary literature. Prerequisites: BIO 132/133 and CHM 111 or CHM 118. Laboratory (BIO 201) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### BIO 201 Animal Physiology Laboratory

This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Prerequisite: BIO 200 (normally taken concurrently). {N} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 132/133 and CHM 222. Laboratory (BIO 203) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each fall**

### BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology, and evolution. You will analyze the principal experimental findings that serve as the basis for our current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). You will examine the computational tools and rapidly expanding databases that have advanced contemporary biology. Prerequisites: BIO 132, or permission of the instructor. BIO 130 is a recommended prerequisite but not required. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 PCR, restriction analysis and DNA sequencing as well as contemporary

bioinformatics, data mining and the display and analysis of genome databases. Prerequisite: BIO 230 (should be taken concurrently). {N} Credits: 1
*Members of the department*
**Normally offered each spring**

### BIO 300 Neurophysiology
Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202 or NSC 210. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### BIO 302 Developmental Biology
How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using "flipped classroom" approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 150 (now 132), and BIO 202 or BIO 230; BIO 154 (now 130) is suggested. Credits: 4
*Members of the department*
**Normally offered each spring**

### 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. Enrollment limited to 18. {N} Credits: 3
*Members of the department*
**Normally offered each fall**

### BIO 310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include the activity of healthy cells of the central nervous system, function of proteins involved in neurotransmission, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular neuropharmacology, and molecular biology of neurological disorders. Prerequisites: NSC 210, BIO 200 and BIO 202, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### BIO 323 Seminar: Topics in Developmental Biology
Topics course.

*Building a brain*
The brain is arguably one of the most significant frontiers next to be explored. An important perspective to reveal insight about the brain's structure and function is to study how it is first formed. We know the central nervous system is compartmentalized along the various body axes, however many mysteries still persist on how this structural pattern develops. Interestingly, many neurological disorders and brain cancers show remarkable similarity to processes known to operate during embryonic brain development. This seminar will explore the cellular and molecular mechanisms underlying embryonic brain development from its inception to its first action potentials and even the changes that have occurred to influence evolution of the central nervous system. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create publicly accessible short videos focused on different aspects of brain development. Prerequisites: BIO 132 and at least one upper-level BIO course. BIO 200, 202, 230, 234, and 302 are recommended. May not be repeated for credit. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### BIO 330 Research in Cellular Neurophysiology
A laboratory course on electrophysiological methods in neuroscience. Part I, Basic techniques (electronics, microelectrodes, suction electrodes, pin electrodes) for recording resting, action and receptor potentials. Part II: Investigating a central pattern generator that produces repetitive movements. Part II employs computer-based data acquisition and pharmacological treatments, and involves a self-designed research project. The course includes a discussion of articles and reviews each week. For the syllabus and videos of procedures, see the open website: tinyurl.com/SmithBio330. Prerequisite: NSC 210 or BIO 300 or BIO 310. Enrollment limit 12. {N} Credits: 2
*Members of the department*
**Normally offered each spring**

### 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
*Members of the department*
**Normally offered in alternate years**

### BIO 363 Research in Animal Behavior
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
*Members of the department*
**Normally offered in alternate years**

### PSY 130 Clinical Neuroscience
Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### PSY 218 Cognitive Psychology
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
*Members of the department*
**Normally offered in alternate years**

### PSY 227 Colloquium: 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. Prerequisites: PSY 100, PSY 130, or NSC 210 and research methods. Enrollment limited to 25. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### PSY 230 Colloquium: Psychopharmacology

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 anxiety. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical and recreational use of marijuana, the therapeutic use of psychedelic drugs, medication of children, the power of the pharmaceutical industry and the use of cognitive/performance enhancers. Prerequisites: PSY 100 or PSY 130 AND PSY 202 or NSC 230. Enrollment limit of 25 students. {N} {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### PSY 314 Seminar in Foundations of Behavior

Topics course.

*Cognition in Film*
This seminar explores the cognitive processes underlying human perception and comprehension of film and the techniques filmmakers use to capitalize on these processes. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to character identity and narrative. Prerequisite: PSY 100. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### PSY 320 Research Seminar in Biological Rhythms

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms are studied. Prerequisites: PSY 202 or NSC 230. Enrollment limited to 12. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### PSY 326 Seminar in Biopsychology

Topics course.

*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
*Members of the department*
**Expected to be offered in the next 3 years**

### PSY 327 Seminar in Mind and Brain

Topics course.

*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 permission of the instructor. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Philosophy

**Professors**
Jill Gibson de Villiers, Ph.D., Professor of Philosophy and Psychology
Elizabeth V. Spelman, Ph.D.
Jay Lazar Garfield, Ph.D., Chair
Susan Levin, Ph.D. *2
Nalini Bhushan, Ph.D.

**Associate Professor**
Jeffry Lee Ramsey, Ph.D. **2

**Visiting Assistant Professor**
Melissa Yates, Ph.D.

**Lecturer**
Theresa Helke, Ph.D.

**Research Associates**
Ernest Alleva, Ph.D.
William Edelglass, Ph.D.
Janice Moulton, Ph.D.
Meredith W. Michaels, Ph.D.

## The Major

**Advisers:** Members of the department

**Adviser for Study Abroad:** Jay Garfield

**Requirements:** Ten semester courses in philosophy including:
1. Two courses in the history of philosophy, one in the Western tradition (e.g., PHI 124, PHI 125) and one in a non-Western tradition (e.g., PHI 112 or PHI 127).
2. PHI 101 or PHI 102. 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
3. PHI 200. The spring semester course must be taken by the end of the student's sophomore year unless the department grants a deferral or the student declares the major itself during the spring of her sophomore year.
4. Two 300-level courses

**Note**
- Topics courses, such as 210, may fall under different rubrics in different years
- Up to two courses in related departments may be included in the major program of ten courses 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., Logic, 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:** Jeffry Lee Ramsey

### PHI 430D Honors Project Credits: 8
**Normally offered both fall and spring semesters**

### PHI 431 Honors Project Credits: 8
**Normally offered both fall and spring semesters**

### PHI 432D Honors Project Credits: 12
**Normally offered both fall and spring semesters**

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.

### PHI 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
The course provides an introduction to deductive and inductive logic. It introduces classical Aristotelian and modern truth-functional logic; explains the relationship between truth-functional logic, information science and probability; and it introduces basic features of statistical and causal reasoning in the sciences. This course is designed for students who are uncomfortable with symbolic systems. It is not a follow-up to PHI 102. Students who have taken PHI 102 cannot receive credit for taking PHI 101 subsequently. Students who have taken PHI 101 can subsequently receive credit for taking PHI 102. Enrollment limited to 24. {M} Credits: 4
*Theresa Sophie Caroline Helke*
**Normally offered each spring**

### PHI 102 Valid and Invalid Reasoning: What Follows From What?

Formal logic and informal logic. The study of abstract logic together with the construction and deconstruction of everyday arguments. Logical symbolism and operations, deduction and induction, consistency and inconsistency, paradoxes and puzzles. Examples drawn from law, philosophy, politics, literary criticism, computer science, history, commercials, mathematics, economics and the popular press. {M} Credits: 4

*Jay Lazar Garfield, Theresa Sophie Caroline Helke, Melissa Yates*

**Normally offered each fall**

### PHI 120 Introduction to Cognitive Science

Cognitive science is an interdisciplinary approach to the study of mind, drawing from cognitive psychology, philosophy, artificial intelligence, linguistics and human neuroscience. The class will cover five key problems: vision and imagery, classes and concepts, language, logic and reasoning, and beliefs. We will look at both classic work and contemporary work highlighting the interesting questions. Students will be active participants in trying out classic experiments, exploring new ideas and arguing about the meaning and future of work. {M}{N} Credits: 4

*Jill Gibson de Villiers*

**Normally offered each academic year**

### 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*

**Normally offered each fall**

### PHI 125 History of Early Modern European Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. Maximum number of students per section 15. {H} {M} Credits: 4

*Jeffry Lee Ramsey*

**Normally offered each spring**

### PHI 127 Indian Philosophy

An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? We will read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester we will briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. {H} Credits: 4

*Nalini Bhushan*

**Normally offered in alternate years**

### 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. The spring semester course must be taken by the end of the student's sophomore year unless the department grants a deferral or the student declares the major itself during the spring of her sophomore year. Minors are encouraged but not required to take the class. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. WI Credits: 4

*Nalini Bhushan*

**Normally offered each spring**

### 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 V. Spelman*

**Normally offered in alternate years**

### PHI 221 Ethics and Society

What does morality demand of us in the real world? How does ethical reflection inform our social, economic, and personal lives? Every informed citizen must ask these questions. We will address issues that arise in the context of environmental ethics (preserving species and places, genetically modified foods, global warming); animal rights (vegetarianism, vivisection, experimentation); biomedical ethics (abortion, euthanasia, reproductive technologies); business ethics (advertising, accounting, whistle-blowing, globalism); sexual ethics (harassment, coercion, homosexuality); social justice (war, affirmative action, poverty, criminal justice); and other such topics. {H} {S} Credits: 4

*Melissa Yates*

**Normally offered in alternate years**

### 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. {H} {S} Credits: 4

*Melissa Yates*

**Normally offered each academic year**

### 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 V. Spelman*

**Normally offered in alternate years**

### 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 Gibson de Villiers*

**Normally offered in alternate years**

### PHI 237 Nineteenth-Century Philosophy

Topics course.

*Friedrich Nietzsche*

This course will examine the German philosopher Nietzsche's criticisms of such traditional concepts as reason, understanding, truth and morality, as it finds expression in the work of philosophers such as Plato, Descartes and Kant, but also in the actions of thoughtful human beings more generally. It will explore Nietzsche's alternative approach to valuing such concepts; his analysis of varying forms of suffering and the clue to their eradication; his critique of nations and nationalism; and his conception of the splendid individual. Finally, we will trace his influence on later philosophy, especially existentialism, by reading literature by Kafka, Kunder and Hesse, among others. {H}{S} Credits: 4

*Nalini Bhushan*

**Expected to be offered in the next 3 years**

### 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*

**Normally offered in alternate years**

### PHI 250 Epistomology

Topics course.

*Ignorance*

What is Ignorance? Is it simply lack of knowledge? What is its relation to illusion, deception, self-deception? What is the difference between being ignorant of something and ignoring it? Is ignorance something for which one can be held responsible? Something for which one can be punished? Something for which one can be rewarded? To what social and political ends has ignorance been put, and how? Credits: 4

*Elizabeth V. Spelman*

**Normally offered in alternate years**

### PHI 252 Buddhist Philosophy: Madhyamaka and Yogacara

This course examines the two principal schools of Indian Mayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogacara or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. We will read each school's principal sutras and early philosophical texts, medieval Tibetan and Chinese commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in philosophy or Buddhist studies. {H} Credits: 4

*Jay Lazar Garfield*

**Expected to be offered within the next 3 years**

### PHI 255 Philosophy and Literature

Of late there has been talk of philosophy's being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition, and of literary and philosophical reflections on human flourishing in the 20th century. We also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. {H}{L} Credits: 4

*Susan Levin*

**Expected to be offered within the next 3 years**

### PHI 304 Seminar in Applied Ethics

Topics course.

*Sustainability*

An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as resource, as machine, as something with functional integrity, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to future people? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? How does sustainability compare with environmental objectives of longer standing such as conservation? Preference given to majors in either philosophy or environmental science and policy. {H}{S} Credits: 4

*Jeffry Lee Ramsey*

**Normally offered in alternate years**

### PHI 330 Seminar in the History of Philosophy

Topics course.

*Schopenhauer and Indian Philosophy*

Arthur Schopenhauer (1788–1860) was the first important European philosopher to take Indian philosophy seriously. He follows Kant's transcendental idealism but places Kantian philosophy in dialogue with the Vedānta and Buddhist philosophy filtering into Europe as German and British orientalism began to flourish, synthesizing Kantian and Indian idealism. We will explore the Indian roots of Schopenhauer's thought, the 19th century transmission of Indian ideas to Europe in which he participates, and the ways he uses Indian philosophy to advance a post-Kantian philosophical program. Prerequisite: a course in early modern European philosophy or a course in the history of Indian philosophy. {H} {S} Credits: 4

*Jay Lazar Garfield*

**Expected to be offered in the next 3 years**

### PHI 345 Practicing Philosophy in The Public Sphere: A Calderwood Seminar in Public Writing

What is philosophy for? What creative forms might our philosophical practices take in the 21st century? We will explore how a philosophical education might help us navigate our natural, cultural, social and psychological worlds and their intersections, which, in turn, shape our complex identities as individual and determine our humanity. Readings will include philosophical essays that establish key concepts in the field, as students practice writing philosophy via non-traditional, public facing genres, including blogs, opinion editorials, podcasts, interviews, book and film reviews, a curated art exhibit and staged readings. Individual classes are structured as collaborate workshops where students switch roles as writers and editors, with the overall goal of producing a portfolio of polished work. Enrollment limited to 12. WI Credits: 4

*Nalini Bhushan, Melissa Yates*

**Normally offered in alternate years**

### PHI 400 Special Studies

For senior majors, by arrangement with the department. Credits: 1–4

*Members of the department*

**Normally offered both fall and spring semesters**

### PHI 408D Special Studies

For senior majors, by arrangement with the department. This is a full-year course. Credits: 8

*Members of the department*

**Normally offered both fall and spring semesters**

# Cross-Listed Courses

### ENV 101 Sustainability and Social-Ecological Systems

We have entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how we can remodel our social-ecological systems to build a more sustainable and resilient future. {H}{N}{S} Credits: 4

*Efadul Huq, Jeffry Lee Ramsey*

**Normally offered each fall**

### FYS 120 Philosophical Explorations of Humor and Laughter

A focus on some of the ethical, social and political issues raised by humor and laughter. Humor can be a forceful instrument, often deployed by the powerful to control the powerless and by the powerless to try to topple the powerful. Its effects, intended or unintended, can be benign or hurtful. Closely examining texts from a variety of philosophical perspectives, we explore questions such as: What have been the hopes for, and worries about, what humor achieves? Who offers instructions about the proper objects of and occasions for humor and laughter? What reasons have they given for doing so? Enrollment limited to 16. (E) WI {M}{S} Credits: 4

*Elizabeth V. Spelman*

**Expected to be offered within the next 3 years**

### FYS 176 Existentialism

The term "existentialism" refers to a nexus of twentieth-century philosophical and literary explorations focused on themes including human freedom, responsibility, temporality, ambiguity, and mortality. Existentialists Simone de Beauvoir, Albert Camus, Martin Heidegger, and Jean-Paul Sartre oppose a longstanding philosophical view that human beings flourish by understanding themselves and the cosmos in rational terms. In addition to exploring assigned readings in depth, the seminar addresses broader questions: "Are there insights involving existentialist themes that literary works are in a distinctive position to convey?" "Is there an existentialist ethics?" and "Do existentialists' realizations about living well continue to have resonance today?". Enrollment limited to 16. WI {H} Credits: 4

*Susan Levin*

**Expected to be offered in the next 3 years**

### FYS 190 Borders, Justice and Identity

As the mobility of information, goods, capital, and people has increased worldwide, so has the backlash against migration. This seminar examines contemporary bordering principles and practices in and asks moral questions about citizenship, mobility, and identity. We will investigate principles of inclusion and exclusion and ask how borders define moral status. We will then investigate bordering practices through social theory, ethnography, human geography, and art. Should democratic societies adopt more open or closed policies toward immigration? How should nations conceive of the rights of climate refugees? Should territorial bordering practices be subject to international law and scrutiny? Enrollment limited to 16. WI {H}{S}

*Melissa Yates*

**Expected to be offered in the next 3 years**

### HSC 211 Perspectives in the History of Science

Topics course.

*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 Lee Ramsey*

**Normally offered each spring**

# Physics

**Professors**
Nathanael Alexander Fortune, Ph.D., Chair
Doreen Anne Weinberger, Ph.D. **[1]
Gary Neil Felder, Ph.D.

**Associate Professors**
Will Williams, Ph.D. *[1]

**Visiting Assistant Professor**
Casey E. Berger, Ph.D.

**Lecturer**
Joyce Palmer-Fortune, Ph.D, Senior Lecturer
Travis T. Norsen, Ph.D.

**Research Affiliate**
Courtney Lannert, Ph.D.

**Professors Emeriti**
Malgorzata Z. Pfabe, Ph.D.
Bruce Hawkins, Ph.D.
Nalini Easwar, Ph.D.

Entering students planning to major in physics should take either PHY 117 or PHY 119 in the first year along with one or more courses in the Calculus I, Calculus II, Calculus III mathematics sequence as appropriate. 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 Advancement Placement tests in physics B and C may apply that credit toward the degree unless they complete 117 and 118 for credit, respectively.

## The Major

**Advisers:** Members of the department

Physics challenges our imagination, provides insight into our most important challenges and leads to great discoveries and new technologies. Physicists are problem solvers whose analytical skills and training make them versatile and adaptable, and highly sought after by employers. A foundation in physics provides a gateway to interdisciplinary careers incorporating many scientific and educational fields, including among other areas, our Smith physics graduates are working in astronomy, engineering, biology, chemistry, climate science, environmental science, geoscience, mathematics, medicine, medical physics, and teaching.

The undergraduate physics curriculum at Smith stresses the fundamental principles, concepts and methods of physics with emphasis placed on analytical reasoning, problem-solving and the critical evaluation of underlying assumptions in theory and experiment. Built around the core courses that achieve this goal, the major allows options within the requirements that provide flexibility to students primarily interested in interdisciplinary applications of physics.

The requirements for the major are as follows: the two semester introductory physics course sequence 117 plus 118 or the one semester advanced introductory course 119; the intermediate physics course 210, 215, 240;any 2 of the following four 300 level "main sequence" theory courses: 317, 318, 319, 327; the advanced experimental topics physics course PHY 350; and the advanced theoretical topics physics course 360 or and approved 300-level alternative in physics or a related field. Approved alternatives to PHY 360 include a third or fourth course from the main sequence theory courses.
While students are typically discouraged from taking PHY major requirements S/U, it may be allowed, after consultation with a student's major advisor and approval of the Department.

Students double majoring in engineering may substitute EGR 220 for PHY 240 but are encouraged to take both. Students may repeat PHY 360 for credit in the major, with permission of the department.

Students are advised to check with members of the physics department to choose appropriate course substitutions; other courses may qualify, with advanced permission of the department.

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 Education Track

**Advisers:** Members of the department

Besides the standard physics major, we also offer a physics education track within the major. The regular major track includes 300 level course requirements necessary for preparation for graduate school. The education track replaces some of the upper level courses with courses in physics pedagogy and education and engages students in practical experience in the physics classroom. Students interested in teaching and science journalism should consider this track.

**Requirements**
- Physics Courses: 117 and 118 (or 119), 210, 215, 240, 300 (at least twice), 301 and one of the following: 317, 318, 319, 327.
- Astronomy: AST 111
- Education Courses: 232, 238

**Note:** This track does not lead to Educator Licensure. Students who wish to satisfy licensure requirements would need to take EDC courses EDC 342, 347, 352, 390, plus EDC 346 (Clinical Internship in Teaching), and should consult with a faculty member of the Department of Education and Child Study.

## The Minor

**Advisers:** Members of the department

The minor consists of: either the standard two course introductory sequence 117 plus 118 or its single course replacement PHY 119, 215 and three additional four credit 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

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

### PHY 432D Honors Project
This is a full-year course. Credits: 4
**Normally offered both fall and spring semesters**

### PHY 110 Energy, Environment and Climate
This course is first and foremost about the science behind our planet's changing climate, and how that science informs climate modeling and effective public policy for mitigation. In this course you will learn the physical principles and processes that affect the climate on our planet, and how those processes are currently leading to an overall warming planet. You will also learn how scientists know that the climate is changing and how scientists know that increased greenhouse gasses in our atmosphere is the cause of recent climate change. Based on this scientific underpinning, we will study climate models, climate change mitigation policies, exponential growth and long term changes that we need to undertake in order to maximize the chances of leaving a livable planet for future human inhabitants. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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). Enrollment limited to 28. {N} Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

### PHY 118 Introductory Physics II
Electricity and magnetism, with a focus on the representation of force and energy in terms of local gravitational, electric, and magnetic fields and fluxes (Gauss' law). Oscillatory motion and waves. Applications include: electric and magnetic shielding; energy transfer via electric circuits, motors, generators, and transformers; the creation and propagation of mechanical and electromagnetic (light) waves. Capstone topic(s) from PHY 117 and PHY 118 as selected by instructor. 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: PHY 117. Enrollment limited to 28. {N} Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

### PHY 119 Advanced Introductory Physics
This course is designed for incoming students who have significant prior calculus-based experience with the topics covered in PHY 117 (Newtonian mechanics) and 118 (electricity and magnetism), but who nevertheless would benefit from a course in introductory physics at the college level. Students will develop their problem-solving, experimental-design, data-analysis, scientific- computing, and communication skills on a variety of more advanced applications of the standard introductory physics topics related to mechanics and E&M. Specific applications may include the physics of the solar system(s), numerical solution of F=ma, the atomic theory of matter, the laws of thermodynamics, electric circuits, and electromagnetic waves. Pre-requisite: one semester introductory calculus course covering the basic principles and methods of integration and differentiation (MTH 111 or equivalent). Enrollment limited to 28. {N} Credits: 5
*Members of the department*
**Normally offered each fall**

### PHY 209 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
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 PHY 119, or permission of the instructor. Enrollment limit of 30. {M} {N} Credits: 0–4
*Members of the department*
**Normally offered both fall and spring semesters**

### PHY 215 Light, Relativity, and Quantum Physics
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. Prerequisite: PHY 118 or PHY 119 and prior or concurrent enrollment in PHY 210, or permission of the instructor. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### PHY 240 Electronics
A semester of experiments in electronics, with emphasis on designing, building and trouble-shooting circuits. Fundamentals of circuit analysis for passive and active circuits, including transfer functions, frequency response, RC and RLC filters. Fundamentals of the physics of semiconductors and diodes, diodes in circuits, and interfacing analog circuits with microcontrollers. Prerequisite: PHY 118 or PHY119 or permission of the instructor. Priority given to Physics majors and minors, and students planning to major or minor in Physics. Enrollment limited to 14. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### PHY 300 Physics Pedagogy: Theory
A course emphasizing the pedagogy in physics based on Physics Education Research (PER). Readings and discussion emphasize the research literature and strategies for implementing successful and effective methods of teaching physics at the introductory level in the classroom. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 or PHY 118 or PHY 119. (E) {N} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### PHY 301 Physics Pedagogy: Practicum
A practicum course involving actual classroom experience in implementing methods of teaching based on Physics Education Research (PER). Students have direct interaction with learners in the classroom during group activities, laboratory exercises and problem-solving. PHY300, the theory course based on PER, is a pre requisite/co-requisite. Permission of the instructor required. May be repeated once for credit. Prerequisites: PHY 117 or PHY 118 or PHY 119. (E) {N} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

### PHY 317 Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: PHY 215 or permission of the instructor. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### PHY 318 Electricity and Magnetism

Electrostatic and magnetostatic fields in vacuum and in matter, electrodynamics and electromagnetic waves. Prerequisite: PHY 215 or permission of the instructor. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### PHY 319 Thermal Physics

Introduction to statistical mechanics and thermodynamics. Prerequisites: PHY 215 or permission of the instructor. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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: PHY 215 or permission of the instructor. Taking PHY 317 before PHY 327 is recommended. {N} Credits: 4
*Members of the department*
**Normally offered each academic year**

### PHY 350 Experimental Physics

An advanced laboratory course for juniors and seniors in which students learn and make use of advanced signal recovery methods to design and perform laboratory experiments drawn from a wide range of topics in modern and contemporary physics. Students considering special studies / honors work in experimental physics as seniors are encouraged to take PHY 350 during their junior year. Prerequisites: PHY 215 and PHY 240 or permission of the instructor. May be repeated for credit up to a maximum of 8 credits. Enrollment limited to 8 per lab section. (E) {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### PHY 360 Advanced Topics in Physics

Selected special topics that vary from year to year; each year typically one topic is selected from the list below. Prerequisites vary with the topics of the course.

*Computational Physics*
Computational physics in a computer laboratory setting. Numerical techniques and simulations of a variety of physical systems taught concurrently with programming skills using languages such as Mathematica, Python or Matlab. No prior programming experience required. Pre-requisites: PHY 215, or permission of the instructor. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*General Relativity*
This course will cover the basics of general relativity. We will discuss tensors and metric spaces and re-frame special relativity in those terms. We will then generalize the rules of special relativity to non-inertial frames, and use the equivalence principle to extend those ideas to spaces with gravitational fields. We will explore "Einstein's equation" relating matter and geometry. Finally, we will discuss basic applications, including black holes, gravitational waves, and cosmology. Prerequisites: PHY210 and PHY215, or permission of the instructor. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Cosmology*
An introduction to the structure and history of the universe. Topics include the big bang model, inflation and the early universe, dark matter and dark energy, accelerated expansion and the possible futures of the universe and multiverse theories. The course also introduces some of the basic conceptual ideas behind general relativity and their application to cosmology. Prerequisites: PHY 210 and PHY 215, or permission of the instructor. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Climate Physics*
Our planet's climate is strongly influenced by atmospheric composition, and changes in this composition are leading to climate change. This course provides a detailed investigation of the physical mechanisms controlling climate change by introducing and weaving together applications of basic thermodynamics, electromagnetism, and quantum mechanics to planetary climate. In addition to solving analytical models, students will also learn how to construct and apply computational models of the Earth's climate. Prerequisites: PHY 215, or permission of instructor. {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### PHY 399 Current Physics Literature

For this course we read articles and attend talks on diverse topics in physics; attendance at bi-weekly Physics Seminars is required. The emphasis is put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 215, or permission of the instructor. Restricted to juniors and seniors. Enrollment limit 8. {N} Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### PHY 410 Capstone Physics

This course is intended to give students who plan to continue in graduate school with the study of physics (or a related discipline) an opportunity to synthesize bodies of knowledge from the different sub-disciplines of physics. Administering of GRE practice exams will be used as an assessment tool of this understanding and of relevant analytical skills needed for problem-solving. {N} Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### PHY 432D Honors Project

This is a full-year course. Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### PHY 400 Special Studies

By permission of the department. Credits: 1–4
**Normally offered each academic year**

# Poetry Concentration

**The Boutelle-Day Poetry Center Advisory Committee**
Matt Donovan, M.F.A, Poetry, Chair
María Estela Harretche, Ph.D. **1
Jina Boyong Kim, Ph.D. †1
Jessica D. Moyer, Ph.D.
Cornelia D.J. Pearsall, Ph.D. †2
Tiana Clark

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 (including writing poetry, teaching poetry, writing about poetry, translating poetry and book arts/publishing of poetry) through meaningful connections with local, regional and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught.

Poetry concentrators have participated in recent collaborations with the Smith College Museum of Art, Lewis Center for Global Studies, the Jandon Center for Social Justice, the Urban Education Initiative, the Mortimer Rare Book Room. For more information see https://www.smith.edu/academics/poetry-center

## Requirements

### 1. Gateway Courses

PYX 140 The Art and Business of Poetry
**Normally offered each interterm**

ENG 112 Reading Contemporary Poetry
**Normally offered both fall and spring semesters**

### 2. Three electives

One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department. The chosen electives should relate to the thread of the concentration the student wishes to pursue.

### 3. Two practical experiences

Coursework is 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

ENG/PYX 301 Poetry Concentration Capstone
**Normally offered each spring**

PYX 400 Poetry Concentration Capstone Special Studies
**Expected to be offered in the next 3 years**

Students planning a poetry manuscript for their capstone experience should enroll in ENG/PYX 301. Students exploring alternative projects for their capstone experience must consult with their Poetry Concentration advisor before enrolling in the special studies course PYX 400.

The total combined coursework accrues 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. The course consists of class meetings alternating with public poetry readings by visiting poets. On five selected Tuesdays, the course also includes Tuesday Q&As with the poets, which meet from 4–5 p.m. Students with class, lab or required work conflicts can be excused from Q&As, but will be assigned a short additional response to the poet's work. Graded Satisfactory/Unsatisfactory only. Course may be repeated.{L} Credits: 2
*Members of the department*
**Normally offered both fall and spring semesters**

#### 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 and professionals from the community with particular expertise in the areas of writing poetry, printing/presenting poetry, writing about poetry, translating poetry and teaching poetry. Students complete a creative exercise and reflection for each day of the course. Enrollment limited to 20 with priority to declared concentrators. Graded S/U only. Credits: 1
*Members of the department*
**Normally offered each interterm**

#### PYX 301 Poetry Concentration Capstone

Same as ENG 301. Conceived as the culmination of an undergraduate poet's work, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic and/or stylistic cohesion (rather than disparate poems, as in prior workshop settings). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop, and may count toward the fulfillment of the "capstone experience" requirement. The class is run as a seminar, and includes discussion of the readings, student presentations, and peer critique. Prerequisite for Poetry Concentrators: completion, or concurrent enrollment in, the other course requirements for the Concentration. For English majors and others: writing sample and permission of the instructor required.Credits: 4
*Members of the department*
**Normally offered each spring**

#### PYX 400 Poetry Concentration Capstone Special Studies

May be taken in place of ENG/PYX 301 if a student wishes to pursue a capstone experience project that will not result in a chapbook of poems. Students interested in enrolling in PYX 400 must first consult with their concentration advisor. Credits: 1–4
*Members of the department*
**Expected to be offered in the next 3 years**

# Psychology


### Professors
Kathleen McCartney, Ph.D.
Jill Gibson de Villiers, Ph.D.
(Philosophy and Psychology)
Mary Ellen Harrington, Ph.D. †1
Philip K. Peake, Ph.D. †1
Patricia DiBartolo, Ph.D.
Bill Ed Peterson, Ph.D. †2
Lauren E. Duncan, Ph.D.
Maryjane Wraga, Ph.D., Chair †2
Nnamdi Pole, Ph.D.
Benita Sibia Jackson, Ph.D., M.P.H. *1

### Adjunct Professors
Marsha K. Pruett, Ph.D., M.S.L.

### Associate Professors
Annaliese K. Beery, Ph.D. †1 †2

### Assistant Professor
Randi Garcia, Ph.D., M.S.
Brianna McMillan, Ph.D.
Yael Granot, Ph.D.

### Lecturer
Katherine H. Clemans, Ph.D.
Caitlin Shepherd, Ph.D.
Greg Larsen, Ph.D.

### Senior Lecturers
Beth Powell, Ph.D.
Greg Larsen, Ph.D.

### Research Associates
Peter A. de Villiers, Ph.D.
Ted Plimpton, Ph.D.
Martha Teghtsoonian, Ph.D.
Peter B. Pufall, Ph.D.
Michele Turin Wick, Ph.D.
Janet Chang, Ph.D.
David C. Palmer, Ph.D.
Alexandra Michaela Burgess, Ph.D.


## The Major

**Advisers:** Members of the department

**Adviser for Study Abroad:** Nnamdi Pole

**Foundation Courses:** PSY 100, SDS 201* or PSY 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, SDS 201 (formerly PSY 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).

*Starting in Fall 2020, SDS 201 replaces PSY 201 as the foundational course in statistics for Psychology majors and minors.

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.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

## The Minor

**Advisers:** Members of the department

**Requirements:** Six semester courses including two of the three courses that compose the foundational courses for the major, and four additional courses selected from at least two of the three areas. In addition, one of these four courses must be a colloquium and one must be a seminar. All courses must be taken using the regular grading option.

## Honors

**Director:** Jill de Villiers

Completion of SDS 291, PSY 301, or another advanced statistics course or research seminar is strongly recommended for students planning to complete honors in psychology.

### PSY 431 Honors Project
Credits: 8

### PSY 432D Honors Project
This is a full-year course (6 credits per semester, 12 credits for the year).
Credits: 6

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

## Courses

Courses in psychology are divided into *four main sections:*

1. Breadth courses (100-level): introductory courses, open to all students
2. Foundational courses (PSY 100, SDS 201*, or PSY 201, PSY 202): required courses that serve as the gateway to the major
3. Intermediate colloquia (numbered PSY 205–299): intended for sophomores and juniors who have taken the department's foundational courses
4. Advanced courses (300- and 400-level), including seminars, special studies, and honors theses: open to juniors and seniors

*Starting in Fall 2020, SDS 201 replaces PSY 201 as the foundational course in statistics for psychology majors and minors.

# 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, but may take no more than three (excluding PSY 100).

## A. Mind and Brain

### PSY 120 Intro Cognitive Science

Cognitive Science is an interdisciplinary approach to the study of Mind, drawing from Cognitive psychology, Philosophy, A.I., Linguistics and Human Neuroscience. The class will cover five key problems: Vision and Imagery, Classes and Concepts, Language, Logic and Reasoning, and Beliefs, and look at both classic work and contemporary work highlighting the interesting questions. Students will be active participants in trying out classic experiments, exploring new ideas and arguing about the meaning and future of the work. {M} {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 students and sophomores. Enrollment limited to 30. {N} {S} Credits: 4
*Bona Kang*
**Normally offered both fall and spring semesters**

## B. Health and Illness

### PSY 130 Clinical Neuroscience

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N} {S} Credits: 4
*Beth Powell*
**Normally offered both fall and spring semesters**

### PSY 140 Health Psychology

This course provides a broad overview of the field of health psychology using foundational concepts, theories, methods and applications. With a critical lens, we examine 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. We focus 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, facilitated discussions, weekly quizzes, and written work. {N} {S} Credits: 4
*Benita Sibia Jackson*
**Normally offered each academic year**

### PSY 150 Abnormal Psychology

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. Prerequisite: PSY 100. {N} Credits: 4
*Caitlin B. Shepherd*
**Normally offered each fall**

### EDC 239 Counseling Theory and Education

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

## C. Person and Social Context

### PSY 170 Social Psychology

The goal of social psychology is to understand and explain how our thoughts, feelings, and behaviors are influenced by the actual, imagined, and implied presence of others. At the heart of social psychology is the recognition that our responses are dramatically influenced by social situations. The course will provide students with an overview of research and theory in social psychology, focusing on the ways in which the study of social behavior is scientific. We will cover topics such as attitudes, persuasion, conformity, obedience, social self-concept, perception of others, stereotypes, and discrimination, romantic relationships, gender roles, aggression, and helping behavior. {S} Credits: 4
*Gregory Anton Larsen*
**Normally offered each fall**

### 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
*Members of the department*
**Expected to be offered in the next 3 years**

### EDC 235 Child and Adolescent Growth and Development

This course is a study of the theories of growth and development of children, from prenatal development through adolescence; looks at basic considerations of theoretical application to the educative process and child study. Involves directed observation in a variety of child-care and educational settings. Enrollment limited to 55. {S} Credits: 4
*Shannon Audley*
**Normally offered both fall and spring semesters**

# 2. Foundational Courses

Along with PSY 100, SDS 201 (or PSY 201), and PSY 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 SDS 201 (PSY 201) prior to, or concurrent with, PSY 202.

### PSY 100 Introduction to Psychology

An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Topics typically include: the brain, learning, memory, development, emotion, personality, social psychology, psychopathology, and therapies. In addition to these topics, students will learn

how to read and summarize primary psychological research. Students attend a weekly lecture and must enroll in a discussion section that meets twice per week. Discussion sections are limited to 22. {N} Credits: 4
*Nnamdi Pole*
**Normally offered each fall**

### SDS 201 Statistical Methods for Undergraduates

(Formerly MTH/SDS 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 R 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 SDS 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: SDS 201; PSY 201; ECO 220, GOV 190, SDS 220 or SOC 201. {M} Credits: 5
*William Hopper*
**Normally offered each academic year**

### PSY 202 Introduction to Research Methods

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. We recommend that SDS 201 (or PSY 201) is taken prior to, or concurrently with, PSY 202. Priority is given to Smith College psychology majors and minors. {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

# 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 120 Intro Cognitive Science

Cognitive Science is an interdisciplinary approach to the study of Mind, drawing from Cognitive psychology, Philosophy, A.I., Linguistics and Human Neuroscience. The class will cover five key problems: Vision and Imagery, Classes and Concepts, Language, Logic and Reasoning, and Beliefs, and look at both classic work and contemporary work highlighting the interesting questions. Students will be active participants in trying out classic experiments, exploring new ideas and arguing about the meaning and future of the work. {M} {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### PSY 209 Colloquium: 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 are 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. Enrollment limit of 25 students. {N} Credits: 4
*Jill Gibson de Villiers*
**Normally offered in alternate years**

### PSY 213 Colloquium: 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: PHI 236 or EDC 235. Enrollment limit of 25 students. {N} Credits: 4
*Brianna McMillan*
**Normally offered each academic year**

### PSY 215 Colloquium: 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, SDS 201 (or PSY 201) and PSY 202, or permission of the instructor. Enrollment limit of 25 students. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### PSY 216 Colloquium: Understanding Minds

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 25 students. (E) {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### PSY 218 Cognitive Psychology

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*
**Normally offered in alternate years**

### PSY 225 Colloquium: Memory in Literature

This course examines the scientific basis of human memory function in the context of traditional and contemporary American and Continental literature. Topics include memory acquisition and reconstruction, trauma and collective memory. Possible authors include Joyce, Nabakov, Sebold and Orwell. Prerequisites: Introduction to Psychology or the equivalent; or permission of the instructor. Enrollment limit of 25. {L} {N} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### PSY 227 Colloquium: 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. Prerequisites: PSY 100, PSY 130, or NSC 210 and research methods. Enrollment limited to 25. {N} Credits: 4

*Annaliese K. Beery*

**Normally offered in alternate years**

## B. Health and Illness

### PSY 230 Colloquium: Psychopharmacology

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 anxiety. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical and recreational use of marijuana, the therapeutic use of psychedelic drugs, medication of children, the power of the pharmaceutical industry and the use of cognitive/performance enhancers. Prerequisites: PSY 100 or PSY 130 AND PSY 202 or NSC 230. Enrollment limit of 25 students. {N} {S} Credits: 4

*Members of the department*

**Normally offered each spring**

### PSY 240 Colloquium: 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 individual-level 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. Enrollment limited to 25. {N} {S} Credits: 4

*Benita Sibia Jackson*

**Normally offered each academic year**

### PSY 253 Colloquium: Developmental Psychopathology

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: 202 and either 150 or EDC 235 (or their equivalent) or permission of the instructor. Enrollment limit of 25 students. {N} Credits: 4

*Patricia DiBartolo*

**Normally offered each spring**

### PSY 287 Colloquium: 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 documents 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

*Members of the department*

**Normally offered each fall**

## C. Person and Social Context

### PSY 250 Colloquium in Culture, Ethnicity and Mental Health

This course aims to advance multicultural thinking in the study and practice of psychology by increasing understanding about mental health problems affecting the major U.S. ethnic minority groups. First, the course 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 research methods, statistics and permission of instructor. {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### PSY 260 Colloquium: 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, SDS 201 (or PSY 201), PSY 202. Enrollment limit of 25 students. Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### PSY 263 Psychology of the Black Experience

The purpose of this course is to educate, sensitize, and stimulate thinking about varied psychological issues affecting African Americans. A major emphasis will be to provide foundational frameworks, models, and concepts for understanding African American psychology in a context that includes an historical analysis of African American adaptation to American society. Prerequisites: PSY 100, SDS 201 (or PSY 201), or permission of instructor. Enrollment limited to 25. {N} Credits: 4

*Nnamdi Pole*

**Normally offered in alternate years**

### PSY 264 Lifespan Development

A study of human development across the lifespan. In this course, we learn about milestones of human development from conception to death, discuss and critically evaluate current theories of developmental psychology, and investigate the interplay of biological, psychological and contextual factors that shape development over time. Prerequisite: PSY 202. Enrollment limit of 25. (E) {S} Credits: 4

*Katherine H. Clemans*

**Normally offered each fall**

### PSY 265 Colloquium: Political Psychology

This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leaders, Followers and Social Movements. In each of these sections, we examine how psychological factors influence political behavior, and how political acts affect individual psychology. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students. {S} Credits: 4

*Lauren E. Duncan*

**Normally offered in alternate years**

### PSY 266 Colloquium: Psychology of Women and Gender

An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. Students are introduced to current

psychological theory and empirical research relating to the existence, origins and implications of behavioral similarities and differences associated with gender. We examine the development of gender roles and stereotypes, power within the family, workplace and politics, and women's mental health and sexuality, paying attention to social context, and intersectional identities. Prerequisites: PSY 100, PSY 202. Enrollment limit of 25 students. {N} Credits: 4
*Randi Garcia, Lauren E. Duncan*
**Normally offered in alternate years**

### PSY 267 Moral Psychology
An exploration of the nature of moral psychology. We discuss how reason, emotion, cultural norms and social pressures shape our moral judgments; how brain activity correlates with moral decision-making; and how we can use psychological research on moral intuition to evaluate cultural and political disagreements. Prerequisites: PSY 202. Enrollment limit of 25. (E) {S} Credits: 4
*Katherine H. Clemans*
**Normally offered each spring**

### PSY 268 The Human Side of Climate Change
This course explores the human side of climate change. Drawing from the domains of social, cognitive, developmental, and clinical psychology as well as interdisciplinary theories related to human decision-making, behavior and motivation, we will explore questions raised by the American Psychological Association's Task Force on global climate change. Prerequisites: PSY 100 Introduction to Psychology or the equivalent. Enrollment limit of 25. (E) {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### PSY 269 Colloquium: Intergroup Relations
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, social identity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. {N} {S} Credits: 4
*Gregory Anton Larsen*
**Normally offered each spring**

### PSY 270 Colloquium: Social Psychology
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. Prerequisite: PSY 100 or PSY 269. Concurrent enrollment in PSY 372 is encouraged. Enrollment limited to 25 students. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

# 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 345 Feminist Methods in 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 will be an application of feminist perspectives on psychological science to two group projects-quantitative and qualitative, respectively-in the domain of health and well-being. Prerequisites: PSY 100, 202, and a gender studies course (from any department). Instructor permission is required. Credits: 4
*Benita Sibia Jackson*
**Normally offered in alternate years**

## A. Mind and Brain

### PSY 312 Calderwood Seminar on Psychology in the Public Square
One cannot turn on the radio or browse the internet today without encountering the latest fMRI findings or other technologically advanced results of contemporary psychological research. The primary goal of this course is to learn how to communicate such complex information to a non-specialist audience. Through a set of prescribed writing assignments, students will develop skills in translating psychological theories and empirical evidence to the public. Assignments may include evaluation of journal articles, blog entries, and interviews of research psychologists. Classes will be conducted as a workshop devoted to peer review, analysis, and critique of public-oriented writing in psychology. {N} Credits: 4
*Maryjane Wraga*
**Normally offered each fall**

### PSY 313 Seminar in Psycholinguistics
Topics course.

*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/PHI 209, PSY/PHI 213, PHI 236, PHI 262, or permission of instructor. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### PSY 314 Seminar in Foundations of Behavior
Topics course.

*Cognition in Film*
This seminar explores the cognitive processes underlying human perception and comprehension of film and the techniques filmmakers use to capitalize on these processes. We read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to character identity and narrative. Prerequisite: PSY 100. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### 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 324 is recommended when both courses are offered. Prerequisites: NSC 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
*Annaliese K. Beery, Daniel M Vahaba*
**Normally offered each spring**

### 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 EDC 235, PSY 216, or PSY 253, or permission of the instructor. {N} Credits: 4

*Members of the department*

**Normally offered each spring**

### PSY 319 Research Seminar in Adult Cognition

The course introduces students to experimental research in adult human cognition. Topics include concept formation, analogical reasoning, event perception, theory of mind, memory and attention. The emphasis is on designing and conducting new studies using the eyetracker laboratory and other methods. Permission of instructor required. Prerequisites: PSY 100, SDS 201 (or PSY 201) and 202 or equivalents. Enrollment limit of 12. {M} {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### PSY 320 Research Seminar in Biological Rhythms

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms are studied. Prerequisites: PSY 202 or NSC 230. Enrollment limited to 12. {N} Credits: 4

*Mary Ellen Harrington*

**Expected to be offered in the next 3 years**

### PSY 326 Seminar in Biopsychology

Topics course.

*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

*Members of the department*

**Expected to be offered in the next 3 years**

### PSY 327 Seminar in Mind and Brain

Topics course.

*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 permission of the instructor. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

## B. Health and Illness

### PSY 343 Calderwood Seminar: Psychosomatic Medicine

How we think and feel can have a profound impact on our health. Through the interdisciplinary lens of psychosomatic medicine, we critically evaluate empirically-supported embodiment practices (e.g., breathwork, meditation, visualization) for preventing metabolic and cardiopulmonary diseases, major causes of death globally. We highlight recurring psychologically-mediated processes including placebo effects, emotion, and patient-practitioner relationships. More broadly, we consider how individual healing is embedded in social structural, cultural, and historical contexts, and begin envisioning what decolonized and liberatory healing means in the 21st century. The key emphasis of this course is ethically translating scientific research in this domain for public non-specialist audiences. Prerequisites: PSY 140 and PSY 202. Enrollment limited to 12. {N}{S} Credits: 4

*Benita Jackson*

**Expected to be offered every other year**

### PSY 353 Seminar in Advanced Developmental Psychopathology

Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 111 and 150 or 253 (or their equivalent). Permission of the instructor required. {N} Credits: 4

*Patricia DiBartolo*

**Normally offered each spring**

### PSY 352 Seminar in Advanced Clinical Psychology

Topics Course. {N} Credits: 4

*Nnamdi Pole*

**Normally offered each spring**

### PSY 340 Psychosocial Determinants of Health

Seminar. We 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 placed on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Enrollment preference is given to those who have completed a health psychology course. {N} {S} Credits: 4

*Benita Sibia Jackson*

**Normally offered in alternate years**

### PSY 354 Seminar in Advanced Abnormal Psychology

Topics course.

*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 and related disorders. 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 are also addressed. Prerequisites; PSY 150 or PSY 287. {N} Credits: 4

*Members of the department*

**Normally offered each fall**

### PSY 355 Practicum Seminar in Clinical Psychology

This course provides group instruction and supervision for a variety of mental health practicum placements. Undergraduate students are placed in community settings and have local mentoring by masters level social work students. The seminar includes a thorough examination of community entry and engagement, clinical ethics and relevant obligations. It also includes a review of evidence based interventions and the theories that accompany them. Special focus is given to issues of diversity and inclusion. Prerequisites PSY100, and one or more of the following: PSY 130, 150, 230, 250, 287, 350, 353, or 354 or equivalent. Permission of instructor required for admission. {N} Credits: 4

*Members of the department*

**Normally offered each spring**

### PSY 356 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 are 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 that question 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 PSY 100, PSY 202, and one or more of the following: PSY 130,150, 230, 250, 287, 350, 353, 354, or equivalent. Permission of instructor required for admission. {N} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### 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, SDS 201 (or PSY 201), PSY 202 and a relevant PSY intermediate colloquium course. {N} Credits: 4

*Members of the department*

**Normally offered both fall and spring semesters**

## C. Person and Social Context

### 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 is 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

*Members of the department*

**Normally offered in alternate years**

### NSC 316 Seminar: Neuroscience in the Public Eye

Students enter this seminar with a topic of current public interest that they research. Students critically analyze public media, original research reports and historical background on this topic. They conduct interviews with experts and produce media meant for the general public interpreting the current scientific understanding. Open to juniors and seniors, by permission. Prerequisites: background adequate for reading original neuroscience research reports (NSC/PSY 210, NSC 230, a course in statistics), a suitable research topic, and background adequate for research on that selected topic. Enrollment limited to 12. {N} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### PSY 360 Seminar in Peer Relationships

Covers theory and research on childhood and adolescent peer relationships. Topics include socialization processes, friendships and peer networks, and the interplay of biological, psychological and contextual factors that shape social interactions in the peer group. Some questions we address are: How do we form friendships? What qualities make us liked by our peers? Is there a difference between being ignored by other kids and being rejected by them? Have text messaging and social media sites changed the way we communicate with each other? Students are expected to complete weekly assignments, participate in course discussion and construct a research proposal. Prerequisites: PSY 100, PSY 202 and SDS 201 (or PSY 201) or similar. A previous course in developmental psychology is recommended but not required. Enrollment limited to 12. (E) {S} Credits: 4

*Katherine H. Clemans*

**Normally offered each spring**

### PSY 364 Research Seminar in Intergroup Relationships

Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions, and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis, and scientific writing will be developed. Prerequisites: SDS 201 (or PSY 201), SDS 220 or equivalent and PSY 202 {M} {N} {S} Credits: 4

*Randi Garcia*

**Normally offered in alternate years**

### PSY 369 Research Seminar in Categorization and Identity

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. Concurrent enrollment in PSY 270 is encouraged. {N} Credits: 4

*Members of the department*

**Normally offered each spring**

### PSY 371 Seminar in Personality

Topics course.

*Well Being*

A survey of current psychological research on the factors that contribute to a person's sense of well-being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person's sense of well-being influence health, relationships and other important life outcomes? Prerequisites: PSY 202 and any course in the Person and Society area. {N} {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### 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 K. Peake*

**Normally offered each spring**

### 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 political psychology paired with personal accounts of activists. We consider accounts of some large-scale liberal and conservative social movements in the United States. Students conduct an in-depth analysis of an activist's oral history obtained from the Voices of Feminism archive of the Sophia Smith collection. Prerequisite: Permission of the instructor. {S} Credits: 4

*Lauren E. Duncan*

**Normally offered in alternate years**

### PSY 375 Research Seminar on Political Psychology

An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right wing authoritarianism, group consciousness, and political activism. Prerequisite: PSY 202 or GOV 190, and permission of the instructor. Enrollment limited to 16. {N} Credits: 4

*Lauren E. Duncan*

**Normally offered in alternate years**

### 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: 1–4

*Members of the department*

**Normally offered both fall and spring semesters**

# Public Policy

**Director**
Donald C. Baumer, Ph.D., Professor of Government [*1]

**Advisory Committee**
Carrie N. Baker, J.D., Ph.D., Professor, Study of Women and Gender [**2]
Brent M. Durbin, Ph.D., Associate Professor of Government [**2]
Deborah Haas-Wilson, Ph.D., Professor of Economics [**2]
Leslie L. King, Ph.D., Associate Professor of Sociology [**2]
Scott LaCombe, Ph.D., Assistant Professor of Government

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program 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:** Carrie Baker (Study of Women and Gender), Donald Baumer (Government); Brent Durbin (Government), Deborah Haas-Wilson (Economics), and Leslie King (Sociology).

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
*Scott LaCombe*
**Normally offered in alternate years**

### IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### AST 214 Astronomy & Public Policy
This seminar explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? We focus on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course we will develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered in alternate years**

### SWG 222 Gender, Law and Policy
This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women, and immigration. We study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual orientation and gender identity discrimination, pregnancy/caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence, and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions. {H} {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### ECO 224 Environmental Economics
The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, and permits, public goods and common property resources. Prerequisite: ECO 150. {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### 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. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### ECO 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. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SWG 271 Colloquium: Reproductive Justice

This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy, and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people's experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents' citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence. Prerequisite SWG 150 or permission of the instructor. Enrollment limited to 20. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### ENV 323 Climate and Energy Policy

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and memo. Prerequisite: ENV 101 or permission of the instructor. (E) {N} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### ECO 324 Seminar

Topics course.

*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
*Members of the department*
**Normally offered in alternate years**

### 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. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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. For 2017, the seminar will pay special attention to the impact of globalization on income inequality and national identity. In particular, we will examine whether international trade, immigration and emigration play a significant role in the growth of income inequality, both within and among nations, over the past several decades and, if they do, what, if anything, might be done to attenuate or reverse these trends? Prerequisites: ECO 250, and one 200-level course in international economics or the equivalent. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### PPL 400 Special Studies

By permission of the director. Variable credit. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

# Quantitative Courses for Beginning Students

These courses engage students in quantitative analysis or develop quantitative skills. 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
*Margaret Glynn Lysaght Thacher*
**Normally offered each fall**

### 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. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. {N} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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 this course cannot take either 111 or 224. Enrollment limited to 32. {N} Credits: 5
*Members of the department*
**Normally offered each fall**

### 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 is produced and decide who gets the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. {QS} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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 to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 203, SOC 201, MTH 201, PSY 201, MTH/SDS 220. Course limited to 55 students. {M} {QS} {S} Credits: 5
*Maggie Y. Liu*
**Normally offered each academic year**

### ESS 175 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. Credits: 2
*Emily Morgan Lopez, Brittany Masteller*
**Normally offered each interterm**

### GOV 203 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 is paid to survey data and to data analysis using computer software. Enrollment limit of 75. {M} {S} Credits: 5
*Members of the department*
**Normally offered each spring**

### MTH 101 Math Skills Studio

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*
**Normally offered each fall**

### MTH 102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions graphs, verbal descriptions, tables and mathematical formulae. For students who intend to take calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers preparing for certification.{M} Credits: 4
*Members of the department*
**Normally offered each fall**

### MTH 103 Precalculus and Calculus Bootcamp

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. {QS} Credits: 2
*Members of the department*
**Normally offered each interterm**

### MTH 107 Statistical Thinking

Same as SDS 107. 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
*Members of the department*
**Normally offered each fall**

### MTH 111 Calculus I

Rates of change, differentiation, applications of derivatives including differential equations and the fundamental theorem of the calculus. Written communication and applications to other sciences and social sciences motivate course content. {M} Credits: 4
*Geremias Polanco*
**Normally offered both fall and spring semesters**

### 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. Credits: 0–5
*Members of the department*
**Expected to be offered in the next 3 years**

### PSY 201 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R 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 or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201,SOC 201, EDC 206. {M} {QS} Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

### QSK 101 Math Skills Studio

Same as MTH 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. {QS} Credits: 4
*Catherine McCune*
**Normally offered each fall**

### QSK 102 Quantitative Skills in Practice

A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

### QSK 103 Precalculus and Calculus Bootcamp

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 assessment to use in developing their own future math skills study plan. Enrollment limited to 20 students. This course is graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2
*Members of the department*
**Normally offered each interterm**

### SDS 107 Statistical Thinking

Same as MTH 107. 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
*Members of the department*
**Normally offered each academic year**

### SDS 136 Communicating with Data

The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. (**E**) {M} Credits: 4
*Members of the department*
**Normally offered each academic year**

### SDS 192 Introduction to Data Science

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. No prerequisites, but a willingness to write code is necessary. Enrollment limit of 30. (**E**) {M} Credits: 4
*Benjamin S. Baumer*
**Normally offered both fall and spring semesters**

### SDS 201 Statistical Methods for Undergraduates

(Formerly MTH/SDS 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 R 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 SDS 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: SDS 201; PSY 201; ECO 220, GOV 190, SDS 220 or SOC 201. {M} Credits: 5
*William Hopper*
**Normally offered each academic year**

### SDS 220 Introduction to Probability and Statistics

(Formerly MTH/SDS 220). 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. SDS 220 satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, GOV 190, ECO 220, SDS 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
*Scott LaCombe, Sara Ann Stoudt*
**Normally offered both fall and spring semesters**

### SOC 201 Statistics for Sociology

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
*Members of the department*
**Expected to be offered in the next 3 years**

### 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} Credits: 4
*Members of the department*
**Normally offered each spring**

# Religion

**Professors**
Carol Zaleski, Ph.D. **1
Jamie Hubbard, Ph.D.1
Lois C. Dubin, Ph.D.
Joel S. Kaminsky, Ph.D. †1
Suleiman Ali Mourad, Ph.D.
Vera Shevzov, Ph.D.
Andy N. Rotman, Ph.D. **2, Chair

**Assistant Professors**
David J. Howlett, Ph.D.

**Research Associates**
Benjamin Braude, Ph.D.
Philip Zaleski, B.A. **1
Edward Feld, M.H.L.
Karen Smyers, Ph.D.

## The Major

**Advisers:** Lois Dubin, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

### Requirements for Majors

10 semester courses are required, following the guidelines below. Courses counting toward the major may not be taken S/U.

**Breadth**
Students will normally take five religion department courses, one each from five of the following categories: (i) Philosophical, Theoretical, or Comparative; (ii) Biblical Literature; (iii) Jewish Traditions; (iv) Christian Traditions; (v) Islamic Traditions; (vi) Buddhist Traditions; (vii) South Asian Traditions; and (viii) Religion in the Americas. Students may count one of the department's broad-based introductory courses (e.g., REL 105, REL 106, or REL 108) as one of these five courses.

**Colloquium**
Students will take Approaches to the Study of Religion (REL 200).

**Seminar**
Students will take a seminar in the religion department.

**Concentration**
Students will develop a concentration by taking three related courses (no more than one at the 100 level), defined by religious tradition, geographical area, discipline, or theme. To fulfill this requirement, students may count one relevant course outside the department, including a language course relevant to their concentration. Students will define their concentration in consultation with their adviser and then submit the required form to the department by the beginning of their final semester.

**Relevant courses outside the religion department**
Students may count one course outside the religion department, including a language course, as long as it is relevant to their religion major in terms of content or method.

Students are also encouraged to take religion courses throughout the Five Colleges and to study abroad. With the approval of the department, such courses may count toward the major.

**Language Courses**
The religion department encourages study of foreign languages. For further information, students should consult with their adviser or the appropriate department member.

**Study Abroad**
The religion department encourages study abroad. With the approval of the department, relevant courses taken abroad may count toward the major.

## 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.

**Breadth**
Students will normally take three courses, choosing one each from three of the following eight 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; (8) Religion in the Americas. Students may count one of the department's broad-based introductory courses (e.g., REL 105, REL 106, or REL 108) or the majors colloquium (REL 200) as one of these three courses.

**Elective**
Students will take one course of their choosing in the religion department.

**Seminar**
Students will take a seminar in the religion department.

## Honors

**Director:** Vera Shevzov

#### REL 430D Honors Project
Credits: 8
**Normally offered each academic year**

The religion department encourages majors to apply to the departmental honors program and pursue 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.

- 100-level courses are open to all students.
- 200-level courses are also open to all students; they have no prerequisites, unless otherwise indicated.
- 300-level courses have prerequisites as specified.

# 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
*Carol Zaleski*
**Normally offered each fall**

### REL 107 Spiritual But Not Religious
The number of Americans who identify as spiritual, but who are not affiliated with any traditional religion, has doubled in the last twenty years. More than 20% of Americans now identify as "spiritual but not religious" (SBNR), and the number is growing. In this course, students will try to make sense of this phenomenon by studying what these Americans practice, such as mindful meditation, ethical eating, and forms of political activism. What is their lived experience? What counts as spirituality? Students will engage with primary and secondary sources on American SBNRs, and conduct original ethnographic research about spirituality at Smith. {S} Credits: 4
*David J. Howlett, Andy N. Rotman*
**Expected to be offered in the next 3 years**

### REL 140 Putin's Russia: After Communism, After Atheism
Same as RES 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and "traditional values." {H} {L} {S} Credits: 4
*Vera Shevzov, Tom Roberts*
**Normally offered each academic year**

### REL 145 Introduction to the Islamic Traditions
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 Ali Mourad*
**Normally offered each academic year**

### REL 164 Buddhist Meditation
This course will explore classical and contemporary forms of Buddhist meditation theory and practice. It will examine both classical formulations and contemporary expositions with an eye to seeing how the theory and practice of Buddhist meditation are being adapted to fit the needs of people today. Enrollment limited to 25. {H} Credits: 4
Jamie Hubbard
**Expected to be offered in the next 3 years**

### REL 171 Introduction to Contemporary Hinduism
This course is an introduction to the ideas and practices of contemporary Hinduism, with an emphasis on how Hindu identities have been constructed and contested, and how they have been mobilized in culture and politics. Materials to be considered include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. {H} {L} Credits: 4
*Andy Rotman*
**Expected to be offered in the next 3 years**

### BUS 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 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 meets during the first half of the semester only. Graded S/U only. {H} Credits:1
*Anh Tran*
**Normally offered each fall**

### FYS 116 American Gods: Religious Diversity in the United States
The United States is one of the most religiously diverse nations on earth. This course investigates that diversity, in the past and in the present, and explores traditions imported to America, recent traditions born in America, and/or traditions indigenous to the Americas. By doing so, this course engages how religious traditions shape and are shaped by other forms of difference (race, class, gender, age, sexuality, etc.). As part of this study, students engage in original ethnographic research to document the religious diversity of the greater Springfield and Pioneer Valley region. Enrollment limited to 16 first-year students. WI {H} {S}
*David J. Howlett*
**Expected to be offered in the next 3 years**

# 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, addressing fundamental theoretical and methodological issues as well as their implications. The first part of the course focuses on the interdisciplinary nature of religious studies, examining 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
*Andy N. Rotman*
**Normally offered each fall**

### REL 201 Ritual: Performance and Paradoxes
A central feature of religious traditions and lived religious experience, ritual is often thought of as repetitive, unchanging, and prescriptive. Yet, enacted rituals are often open-ended and allow considerable room for creativity and

innovation. Through embodied action and symbolic drama, rituals serve complex functions of making meaning, deepening spirituality, performing cultural identity, and advocating for social change. In this course, students will study various theories of ritual and examine ritual practices (religious and secular) in diverse traditions and societies. For their final project, students will themselves participate in the process of ritualizing--that is, crafting new rituals. {H}{S} Credits: 4
*Lois C. Dubin, David J. Howlett*
**Expected to be offered in the next 3 years**

### REL 204 Blasphemy
Commonly associated with pre-modern societies, the term "blasphemy" has taken on new life in today's global and technologically-connected world. This course examines the notion of blasphemy—its meanings, the invisible boundaries it invokes in some of the world's major religious traditions and the different ways of seeing it often signifies—and the contemporary public uses of this term. Based on case studies, it explores the challenges the term poses and the nature of the emotional responses it often triggers. The course considers the implications of the charge of blasphemy in light of such issues as religion and secularism, religious tolerance and intolerance, ethics and civility, religion and human rights. Religious, philosophical, literary and legal texts, as well as media accounts, images and film. Enrollment limit of 20. {H}{L} Credits: 4
*Vera Shevzov*
**Expected to be offered in the next 3 years**

### REL 205 Philosophy of Religion
Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience. Readings from Plato, Anselm, Aquinas, Hume, Kant, Kierkegaard, William James and others. {H} Credits: 4
*Carol Zaleski*
**Expected to be offered in the next 3 years**

### ANT 274 The Anthropology of Religion
What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S} Credits: 4
*Pinky Hota*
**Normally offered each academic year**

## Jewish Traditions

### REL 227 Women and Gender in Jewish History
An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. Students' final projects involve archival work in the Sophia Smith Collection of Women's History. {H}{S} Credits: 4
*Lois C. Dubin*
**Expected to be offered in the next 3 years**

### JUD 284 Colloquium: The Lost World of East European Jewry, 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 D. Cammy*
**Expected to be offered within the next 3 years**

## 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. {H}{L} Credits: 4
*Vera Shevzov*
**Expected to be offered within the next 3 years**

## Islamic Traditions

### REL 246 Muslims, Modernity and Islam
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 Ali Mourad*
**Normally offered each academic year**

### REL 248 Topics in Modern Islam: Jihad
The persistence of the ideology of jihad in modern Islam drives revivalists 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, Sharia/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 Ali Mourad*
**Expected to be offered within the next 3 years**

### REL 249 Islamic Popular Music

Same as MUS 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course will explore the religious debates over music and the rich musical tradition (including religious music) in Islam. {A}{H} Credits: 4
*Suleiman Ali Mourad, Margaret Sarkissian*
**Expected to be offered in the next 3 years**

## Buddhist Traditions

### REL 261 Colloquium: Buddhism and Social Justice

This course explores various Buddhist approaches to social justice, and engages a multicultural dialogue on specific social justice issues. We will discuss basic Buddhist metaphysics and ethics, looking at primary texts such as the Dhammapada and The Guide to the Bodhisattva's Way of Life. We will then investigate the concept of justice, and dive into Buddhist approaches to moral anger, non-violence, gender and other applied topics. (E) {L}{S} Credits: 4
*Anh Tran*
**Expected to be offered within the next 3 years**

### REL 270 Zen Buddhism and Japanese Culture

The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.) {H} Credits: 4
*Jamie Hubbard*
**Expected to be offered within the next 3 years**

## Religion in the Americas

### REL 292 Religion, Race, and Resistance in the U.S.

This course traces the history of how Americans have created the categories of religion and race, with powerful effects on themselves and others. Starting in the early-modern settler colonies that invaded Native America, we follow how European colonists, in their encounters with Native peoples and peoples of Africa, created new religious ideologies that mapped race onto human bodies. Simultaneously, we will ask how colonized peoples took these notions and accommodated, resisted, or reinvented them within their own ideologies. We analyze the evolution of this process from the era of colonization to the present. {H} {S} Credits: 4
*David J. Howlett*
**Expected to be offered in the next 3 years**

### REL 293 Social Justice, Spirituality, and the American Radical Tradition

This course explores how American spiritual communities have produced radical social change and alternative visions for the future. Subjects include nineteenth-century Black prophets and abolitionism; Spiritualists and women's suffrage; Latinx Catholics and labor activism; Black churches, Jewish liberals, and the Civil Rights movement; Native traditionalists and the Red Power movement; Mormon feminists and the ERA; radical Catholics and the anti-nuclear movement; the new religious left and LGBTQ rights; practitioners of green spirituality and the climate crisis; and spiritual-but-not-religious folks and the Black Lives Matter movement. As part of a class podcast project, students will also interview contemporary activists.(E) {H} {S} Credits: 4
*David J. Howlett*
**Expected to be offered in the next 3 years**

# 300-Level Courses

### REL 305 Advanced Topics in Religion

*Religion, Beliefs, and Human Rights*
The 1948 U.N. Universal Declaration of Human Rights defends the right to "freedom of thought, conscience, and religion." Nevertheless, religion and human rights have enjoyed a complex and often fraught relationship. This seminar examines the history of this relationship, and the theological, philosophical, and ethical issues that have contributed to the controversies that have plagued it. Topics include: religion and the genealogy of human rights discourse; diverse understandings of "religion," "freedom," and "human rights"; universal ideals and local traditions; individual and collective identities; competing "sacreds" and varying perceptions of the boundaries of toleration; globalization, postcolonial and postcommunist contexts. {H} {L} {S} Credits: 4
*Vera Shevzov*
**Expected to be offered in the next 3 years**

### REL 310 Seminar in Hebrew Bible

*Why Do the Innocent Suffer?*
Many biblical texts question whether God consistently rewards the righteous and punishes the wicked. Prominent examples include Job, Ecclesiastes and certain Psalms, but similar ideas occur in the Torah and the Prophets. While focusing most deeply on Job, this course introduces students to an array of biblical and ancient Near Eastern texts, as well as some post-biblical and even modern literature, to illuminate the Hebrew Bible's discourse surrounding this issue. {H}{L} Credits: 4
*Joel S. Kaminsky*
**Expected to be offered in the next 3 years**

### REL 400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 2–4
*Members of the department*
**Normally offered each academic year**

# Russian, East European and Eurasian Studies

**REEES Advisory Committee**
Justin Daniel Cammy, Ph.D.
Serguei Glebov, Ph.D., Director
Thomas Roberts, Ph.D.
Vera Shevzov, Ph.D.
Ilona Sotnikova

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.

## The Major

**Advisers:** Justin Cammy, Serguei Glebov, Thomas Roberts, Vera Shevzov

The major in Russian, East European and Eurasian Studies (REEES) allows students to focus on any aspect of the region's histories, literatures, cultures, religions, or politics, and to develop their own concentration within the major in consultation with their advisor. In developing their concentration, students are encouraged to pursue an interdisciplinary approach, combining coursework in language, government, history, literature, and religion. Students may choose from courses offered both at Smith and through the Five College Consortium; students are also encouraged to study abroad during a summer, semester, or year-long program.

The REEES program is committed to accommodating students who coordinate their studies in REEES with a second major.

In order to help guide students in developing their concentrations, the REEES program offers two tracks: 1) Area Studies; 2) Language and Literature.

### Area Studies Track

Students who choose the Area Studies Track will gain a working understanding of the history and culture of Russia, Eastern Europe, and Central Asia, and the geopolitical significance of this region in today's global world. Students will acquire proficiency in Russian or another language relevant to the region. By pursuing coursework in a broad array of disciplines, students will gain an appreciation for the different methodological approaches scholars use in their study of this highly diverse and dynamic region of the world.

The Area Studies track consists of 11 courses, which include the following requirements:

- Four semesters of language instruction, usually fulfilled by taking RES 100Y (a year-long introductory course to the Russian language) or RES 120 (an intensive 8-credit semester-long course which covers a year of Russian), and RES 221 and RES 222 (the combination of which is equivalent to second-year Russian). Students are welcome to pursue the study of another language relevant to the region. Students who place out of first- or second-year Russian (or other relevant language) will consult with their advisor or Program Director on how best to fulfill the four-semester language instruction requirement. Students are highly encouraged to continue the study of Russian (or another language of the region), especially in a study abroad program, in order to achieve an advanced level of fluency. Credits earned in study-abroad language courses may count toward the fulfillment of the major requirements.
- Six semester (4-credit) courses, at least one of which will include a semester course taught in Russian (equivalent to RES 331) or another relevant language. In developing their area of concentration, students are strongly encouraged to seek out courses that span a broad range of disciplines, including anthropology and sociology, art and film, government/political science/international relations, history, literature, and religion.
- A 300-level seminar, a research-based Special Studies, or a Senior Honors Thesis (which is a year-long project that counts as two courses).

### Language and Literature Track

The Language and Literature Track provides the opportunity for students to focus closely on the language, literature, and cinema of Russia, Eastern Europe, and Eurasia. Students are expected to achieve advanced proficiency in Russian or another relevant language, and to engage closely with works of literature and film in the original language of study. While focusing on the language, literature, and cinema of one or more culture in the region, students in this track are also encouraged to explore correlated disciplines represented in the REEES curriculum.

The Language and Literature track consists of 11 courses, which include the following requirements:

- Six semesters of language instruction in Russian, or another relevant language of the region. For Russian, this will usually be fulfilled by taking RES 100Y (a year-long introductory course to the Russian language; this may also be fulfilled by taking the equivalent RES 120, an intensive single semester course), RES 221 and RES 222 (the combination of which is equivalent to second-year Russian), and RES 331 and RES 332 (the combination of which is equivalent to third-year Russian). Students who place into a higher level of Russian or another language, on the basis of existing knowledge, will consult with their advisor or Program Director on how best to fulfill the six-semester language instruction requirement. While six semesters of language instruction in Russian, as well as courses in other languages of the region, are normally offered at Smith or in the Five Colleges, students in the Language and Literature track are highly encouraged to enroll in a study abroad program (or comparable program in the United States). Credits earned in these language courses will count toward the fulfillment of the major requirements, while they may also provide the opportunity for students to achieve a higher proficiency in the language.
- Four semester (4-credit) courses in literature or film, only one of which will normally be at the 100-level. Normally, one of these courses will be in nineteenth century literature. Of the four courses students may also choose one from the list of approved REEES courses in other disciplines.
- A 300-level seminar, a research-based Special Studies, or a Senior Honors Thesis (which is a year-long project that counts as two courses).

### Additional Guidelines for the Major

- Some of the most prominent scholars in the field of REEES teach in the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College, and UMass), and students are encouraged to take advantage of the rich REEES offerings available on the other campuses. Please consult the Five College REEES webpage for a given semester to see a current list of approved courses.
- Courses taken while studying abroad or at an accredited institution during

the summer may be counted toward the major. Students should consult with their advisors prior to embarking on such courses, as well as check with the Smith Registrar's office regarding the possibility of transfer of credits. Upon completion of such a course, students must petition the REEES Advisory Committee to count these courses. Students are advised to submit the syllabus and any relevant completed work for the course with their petitions.

- No course counting toward the major may be taken as an S/U grade.

# Minor in REEES

The minor is structured to offer students interdisciplinary breadth as well as the opportunity to pursue a particular area of interest within the field of REEES in more depth.

Requirements consist of six 4-credit courses, which include two semesters of language study in addition to four 4-credit REEES-approved courses:

1. Language requirement: RES 100Y (a year-long introductory course to the Russian language) or RES 120 (an intensive 8-credit semester-long course which covers a year of Russian). Students electing to study another Eastern European or Eurasian language must complete the equivalent of two semesters of college study.
2. Breadth requirement: Three 4-credit courses in three of the following fields: a) government, politics, or another field in the social sciences; b) history; c) literature, art, film and media studies, music; or d) religion. Normally, no more than one of these courses may be taken at the 100-level.
3. Depth/capstone requirement: An advanced course involving a significant research project, which may be fulfilled by a) a seminar; b) a special studies arranged with a faculty member; c) a 200-level REEES-related course in which the student pursues an advanced research project relevant to the field of Russian, East European and Eurasian studies in consultation with the faculty member teaching the course and after approval by the program.

In choosing their courses, students should keep in mind the following:

- Normally, at least two of the three breadth courses should be taken at Smith.
- Courses taken toward the minor may not be taken S/U.

# Honors

Students are encouraged to pursue a fall-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 g.p.a. through the junior year, have discussed their thesis with a REEES adviser of their choice and have their project approved by the REEES Advisory Committee.

### RES 430D Honors Thesis

Honors Project. 4 credits if taken as a fall semester course, 8 if taken as a yearlong course. Credits: 4
*Members of the department*
**Normally offered each academic year**

# 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

### RES 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 are 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. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5
*Ilona Sotnikova*
**Normally offered each academic year**

### RES 221 Intermediate Russian I

The first half of a two-semester sequence. Students practice all four language modalities: reading, listening, writing and speaking. The course incorporates a variety of activities that are based on a range of topics, text types and different socio-cultural situations. Authentic texts (poems, short stories, TV programs, films, songs and articles) are used to create the context for reviewing and expanding on grammar, syntax and vocabulary. Prerequisite: RES 100Y or equivalent. {F} Credits: 4
*Ilona Sotnikova*
**Normally offered each fall**

### RES 222 Intermediate Russian II

The second half of a two-semester sequence. Students continue to practice all four language modalities: reading, listening, writing and speaking. The course incorporates a variety of activities that are based on a range of topics, text types and different socio-cultural situations. Authentic texts (poems, short stories, TV programs, films, songs and articles) are used to create the context for reviewing and expanding on grammar, syntax and vocabulary. Prerequisite: RES 221 or equivalent. {F} Credits: 4
*Ilona Sotnikova*
**Normally offered each spring**

### RES 331 Advanced Russian

This course aims at expansion of students' vocabulary and improvement of reading, writing, and speaking skills. The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. We will read and discuss a variety of texts in the original Russian including articles, short stories, and poems. Prerequisite: RES 222 or permission of the instructor. {F} Credits: 4
*Ilona Sotnikova*
**Normally offered each fall**

### RES 332 Advanced Russian

A continuation of 331. Prerequisite: 331 or permission of the instructor. Credits: 4
*Members of the department*
**Normally offered each spring**

## Introductory Courses

### RES 105 St. Petersburg: History, Politics and Culture: Interterm in Russia

This course consists of four meetings at Smith in the fall, as well as a trip to Moscow and St. Petersburg, where students stay on the premises of the National Research University–Higher School of Economics (NRU-HSE) in St. Petersburg, take academic classes with NRU-HSE faculty, socialize with NRU-HSE students, and explore the history and contemporary culture of Russia's second capital. Students are required to write two reflection papers and a 10-page paper based on readings and assignments in one of three tracks (cultural history of St. Petersburg, contemporary Russian youth culture, or international politics). Students are required to attend four meetings during the fall semester, one of which is an orientation meeting. The three other two-hour meetings introduce students to Russian history and culture and provide necessary background. Enrollment limit of 10. Credits: 2
*Members of the department*
**Normally offered each interterm**

### RES 126 Nineteenth-Century Russian Literature: Madmen, Conmen and Government Clerks

Populated with many unique and eccentric characters — from revolutionary socialists to runaway human noses — nineteenth-century Russian literature displays a startling experimentation and innovation that advanced Russia to the vanguard of Western literature. Encompassing poetry, fiction, and journalism, this survey explores how authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov positioned literature at the center of public discourse, as a venue for addressing important philosophical, political, religious, and social issues, including gender and class relations; personal and national identity; and the role of the writer in public life. Conducted in English. No previous knowledge of Russian is required. {L} Credits: 4
*Members of the department*
**Normally offered each fall**

### RES 127 Manuscripts Don't Burn: Literature and Dissent Under Stalin

Explores how Russian literary culture responded to the tumult and upheaval of the twentieth century, an epoch encompassing the Bolshevik Revolution, two World Wars, the ascent of Stalin, and the decline and collapse of the Soviet Union, as well as unprecedented aesthetic innovations. While spanning key artistic movements of the period (including the avant-garde and other modernist tendencies, Socialist Realism, conceptualism, and postmodernism), the survey focuses on Stalinism and its aftermath, considering how Soviet writers developed strategies of dissent and protest in literature. Conducted in English, no previous knowledge of Russian required. {L} Credits: 4
*Thomas Lee Roberts*
**Normally offered each spring**

### RES 140 Putin's Russia: After Communism, After Atheism

Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and "traditional values." {H} {L} {S} Credits: 4
*Thomas Lee Roberts, Vera Shevzov*
**Normally offered each academic year**

### FYS 154 The World of *Anna Karenina*

This FYS explores the social, cultural and political history of late imperial Russia through Leo Tolstoy's iconic novel *Anna Karenina*. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-year students. WI {H}
*Serguei Glebov*
**Expected to be offered in the next 3 years**

## History and Politics

### GOV 223 The Politics of Russia and Post-Soviet Central Asia

This course examines recurring issues facing the Russian state and its citizens focusing on the complex interplay between formal institutions and informal politics as well as patterns of cooperation and antagonism in relationships with other countries, in particular the former Soviet republics of Central Asia. We will examine history to provide sufficient background information for the class, but will concentrate on the period between the end of the Soviet Union and the present day. Enrollment limit of 40. {S} Credits: 4
*Bozena C. Welborne*
**Expected to be offered in the next 3 years**

### 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. Enrollment limited to 20. {S} Credits: 4
*Mlada Bukovansky*
**Expected to be offered in the next 3 years**

### HST 201 (L) The Silk Road and Premodern Eurasia

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H} Credits: 4
*Richard Lim*
**Normally offered each spring**

### HST 240 (C) Stalin and Stalinism

Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: Was it a result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin's own personality? Did it have total control over the people's lives? Why hasn't there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? The course is a combination of lectures and class discussions. {H} Credits: 4
*Serguei Glebov*
**Expected to be offered in the next 3 years**

### JUD 284 Colloquium: The Lost World of East European Jewry, 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 D. Cammy*
**Expected to be offered within the next 3 years**

### JUD 362 Seminar in Jewish Studies

Topics course.

*Yiddishland*
Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. Focuses on Warsaw and Vilna, two capitals of 20th-century Yiddish culture. Students take part in a class field trip to Poland and Lithuania over March break. Enrollment by instructor permission. {H} {L} Credits: 4
*Justin D. Cammy*
**Expected to be offered in the next 3 years**

## Literature and Film

### WLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Same as ENG 203. Chrétien de Troyes's *Yvain;* Shakespeare's *Antony and Cleopatra;* Cervantes' *Don Quixote;* Lafayette's *The Princesse of Clèves;* Goethe's *Faust;* Tolstoy's *War and Peace*. 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. WI {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### WLT 341 Calderwood Seminar- Mobilities: How People, Goods and Information Cross Borders

In an age of increased movement and connectivity, how can we envision individuals, objects, and ideas as mobile units, circulating across space, time, and media? How might we reflect on the competing forces of cultural resistance and homogenization? This Calderwood seminar challenges upper-class students in an intimate workshop setting to develop critical skills in relation to globalization, and to build upon knowledge derived from previous coursework and experiential learning (including study abroad and internships). Classes will include collaborative editing workshops and activities to build a writing foundation in public discourse (blog posts, editorials, abstracts, interviews, exhibition texts, and film reviews). WI {A} {L} Credits: 4
*Anna Botta, Thomas Lee Roberts*
**Expected to be offered in the next 3 years**

## 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*
**Expected to be offered within the next 3 years**

## Special Studies

### RES 400 Special Studies

Offered both semesters of each year. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

# Sociology

**Professors**
Ginetta E. B. Candelario, Ph.D. (Sociology and Latin American & Latin@ Studies) †1
Rick Fantasia, Ph.D.
Leslie L. King, Ph.D. **2
Nancy E. Whittier, Ph.D. **2

**Associate Professors**
Payal Banerjee, Ph.D., Chair
Tina Wildhagen, Ph.D.

**Assistant Professor**
Timothy Recuber, Ph.D. *1

**Lecturers**
Vanessa Adel, Ph.D.

## The Major

**Advisers:** Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Timothy Recuber, Nancy Whittier, Tina Wildhagen

**Basis:** SOC 101

**Requirements:** 10 semester courses beyond the introductory course (SOC 101), including 203, 204, 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 sociology seminar at Smith during the senior year—any 300-level SOC 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 203, 204 and 250 in their sophomore or junior year. Normally, majors may not take 203, 204, 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, Timothy Recuber, Nancy Whittier, Tina Wildhagen

**Requirements:** 101, 250, either 203 or 204, and three additional courses at the 200 or 300 level. Only two of the six courses required for the minor may be taken outside of Smith College.

## Honors

**Honors Director for 2021–22:** Leslie King
Please consult the director of honors or the departmental website for specific requirements and application procedures.

### SOC 430D Honors Project

This is a full year course. 8 credits for the full-year course; 4 per semester.

**Requirements**

1. 10 semester courses beyond the introductory course (SOC 101): 201, 203, 204, 250, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research.
2. a thesis (430D) written during two semesters.
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 may include the self, emotions, culture, community, class, race and ethnicity, family, gender, and economy. Colloquium format. Enrollment limited to 30. {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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: SOC 101. Enrollment limit of 35. {S} Credits: 4
*Timothy Recuber*
**Normally offered each spring**

### SOC 204 Statistics and Quantitative Research Methods for Sociology

This project-based course covers the study of statistics for the analysis of sociological data and the study of methods for quantitative sociological research more generally. Topics in statistics include descriptive statistics, probability theory, correlation, deduction and induction, error and bias, confidence intervals, and simple linear regression. Topics in research methods will include positivism, research design, measurement, sampling methods, and survey design. All students will participate in a lab, which emphasizes the use of computer software to analyze real data. Students will design and complete a survey research project over the course of the semester. Prerequisite: SOC 101. Enrollment limit of 40. {M} {S} Credits: 5
*Members of the department*
**Normally offered each fall**

### SOC 212 Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include contemporary Marxian and Weberian approaches to class; the practice of social mobility in ideology and in social reality, class-consciousness, the social reproduction of class structures and the ways that racial and gender divisions intersect with class relations. Particular attention to the class experience in cultural, social, psychological

and economic terms within contemporary U.S. society. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SOC 213 Race and National Identity in the United States

The sociology and history of a multiracial and ethnically stratified society. Comparative examinations of several U.S. racialized and ethnic groups. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SOC 214 Sociology of Hispanic Caribbean Communities in the United States

This community-based learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations and cultural expressions are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four hours per week to a local community-based organization. Prerequisite: Soc 101. Enrollment limited to 20. Credits: 0–5
*Ginetta Candelario*
**Normally offered in alternate years**

### SOC 216 Social Movements

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis is placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactics, and movement outcomes. The empirical emphasis is on modern American social movements including student protest, feminist, civil rights and sexual identity movements. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### SOC 218 Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Rick Fantasia*
**Normally offered in alternate years**

### SOC 220 The Sociology of Culture

Drawing upon a variety of sociological perspectives and analytical methods, this course considers the place of culture in social life and examines its socially constituted character. Culture will be viewed along three dimensions: 1) as the customary practices of particular social groups; 2) the expression of symbolic representation in society, and 3) through the practice of artistic and creative expression. Cultural practices will be considered in a range of social, historical and institutional settings and in several forms, including high and popular culture, mass culture, counter culture, and cultures of opposition. The course will consider such matters as the relationship between culture and social inequality, culture and social change, the commoditization of cultural goods, the workings of global cultural markets, and the complex processes by which cultural forms may be used, appropriated and transformed by social groups. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SOC 222 Blackness in America

This course comparatively examines the African and Afro-descended experience in both Central and South American and Caribbean contexts, historically and contemporarily. A relative consideration of the impact of these various hemispheric race ideologies are undertaken. Prerequisites: SOC 101 required; LAS 150 or AAS 117 helpful. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SOC 224 Family and Society

This course examines social structures and meanings that shape contemporary family life. Students look at the ways that race, class and gender shape the ways that family is organized and experienced. Topics include the social construction of family, family care networks, parenthood, family policy, globalization and work. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Tina Wildhagen*
**Normally offered each academic year**

### 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. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### SOC 230 Sociology of Food

Using theoretical frameworks from environmental sociology, political and economic sociology, and sociology of culture, this course will examine how social structures shape the way we produce, prepare and consume food. We will investigate political and environmental dynamics that structure food systems and practices and we will consider inequalities related to food at the local and global levels. Finally, we will explore food movements and investigate ideas for creating more equitable and sustainable practices. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Leslie King*
**Normally offered in alternate years**

### SOC 233 Sociology of Climate Change

The effects of climate change put great strain on societies, testing the very structures that organize people's lives and livelihoods. Using sociological frameworks and theories of globalization, inequality, intersectionality, science and technology, policy, migration, sustainability, environmental justice, social movements, and human rights, this course will examine the social, political, and economic impacts of climate change, as well as the ways that local and global groups prepare, mitigate, deny, adapt to, and organize in the face of climate change and its impacts. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

*Vanessa Mohr Adel*

**Normally offered in alternate years**

### SOC 236 Beyond Borders: The New Global Political Economy

This course introduces students to the basic concepts and theories in global political economy. It covers the history of economic restructuring, global division of labor, development, North-South state relations, and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health, and the environment are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

*Payal Banerjee*

**Normally offered each academic year**

### SOC 237 Gender and Globalization

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

*Payal Banerjee*

**Normally offered each academic year**

### 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. Prerequisite: SOC 101. Enrollment limited to 35 students. {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### SOC 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice

Same as LAS 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 will comprise the majority of the texts; thus we are limited to the work of those who write and/or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisites: SOC 101, LAS 100 or SWG 150. Enrollment limited to 35. {H} {S} Credits: 4

*Ginetta Candelario*

**Normally offered in alternate years**

### SOC 246 The Sociological Imagination

According to C.W. Mills, the "sociological imagination" allows us "to grasp history and biography and the relations between the two within society." This course will help students develop their sociological imaginations by reading memoirs written by both U.S. and international authors who've published in English, and asking sociological questions of the stories being told. We will move beyond appreciation for the "troubles [that] occur within the character of the individual and within the range of [their] immediate relations with others" to a recognition and analysis of social facts, geo-political issues and social problems illuminated through these individual stories. Prerequisite: SOC 101. Enrollment limit of 20 (E) WI {H} {S} Credits: 4

*Ginetta Candelario*

**Normally offered in alternate years**

### 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. Prerequisite: SOC 101. Enrollment limited to 40 with majors and minors having priority. {S} Credits: 4

*Rick Fantasia*

**Normally offered each fall**

### 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. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

*William Cory Albertson*

**Normally offered each academic year**

### SOC 255 The Bollywood Matinee: Gender, Nation, & Globalization through the Lens of Popular Indian Cinema

This colloquium will take a sociological look at commercial Indian cinema from a transnational feminist perepective that centers gender, sexuality, and the political economy of post-colonial development. Scholarly articles, lectures, in-depth discussions, documentaries, and a number of films will help us analyze how this globally popular culture form-indexed as *Bollywood*-deals with gender, queer identities and politics, class and caste, and recent crises around an intensification of Islamophobia, socio-political disenfranchisement, and growing right-wing nationalism. Relatedly, our discussions will focus on how new films are addressing questions of democracy, citizenship, justice, and protests. Students are expected to engage deeply with assigned readings and actively participate in class discussions based on readings and film screenings. Prerequisite: SOC 101. Enrollment limited to 20. {S} Credits: 4

*Payal Banerjee*

**Normally offered in alternate years**

### SOC 270 Media, Technology and Sociology

The mass media are an important social institution that reflects and shapes norms and values. But the processes governing media production and

reception are often taken for granted, immersed as we are in a highly mediated social world where preconceived notions about "the media" and its effects hold sway. This class will challenge conventional wisdom about how media and communication technologies work by critically exploring the history of media institutions, assessing the media's powers of persuasion, focusing on media as an occupation, and examining the struggles over media representation by marginalized groups across traditional media and new digital platform. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4
*Timothy Recuber*
**Normally offered each academic year**

### SOC 308 Practicum in Community Based Research

This community-based course trains students in identifying and researching social problems in Holyoke, MA, and collaborating as a research team. Weekly work with a community-based organization, utilization of quantitative and/or qualitative sociological methods, and a consideration of both primary and secondary sources on the community are expected. Prerequisites: SOC 101, SOC 203 or SOC 204. Enrollment limited to 14. SOC 309 must be taken concurrently. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SOC 309 Practicum in Community Based Research Lab

Laboratory course to be taken concurrently with SOC 214 or SOC 309. Prerequisite: SOC 101 and permission of the instructor. Credits: 1
Members of the department
**Expected to be offered in the next 3 years**

### SOC 314 Seminar in Latina/o Identity

Topics course.

*Latina/o Racial Identities in the United States*
This seminar explores theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention is paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course is the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students are expected to engage in extensive and intensive critical reading and discussion of course texts. Prerequisite: SOC 101 and permission of the instructor. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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 also 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 students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S} Credits: 4
*Tina Wildhagen*
**Normally offered in alternate years**

### SOC 320 Seminar: Sociology of the Arts

*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 the instructor. {A} {S} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SOC 323 Seminar: Gender and Social Change

Topics course. This course can be repeated once for credit with a different topic.

*Gender, Sexuality and Social Movements in Conservative Times*
This class focuses on challenges to and changes in gender and sexuality during conservative time periods. Focusing on the U.S., we will primarily examine the 1980's and the contemporary period as case studies. We will look at how political and other institutions affect gender and sexuality, and at social movements addressing gender and sexuality from both the right and the left. We will look at movements including queer, feminist, anti-racist, anti-interventionist movements on the left, and racial supremacist, pro-military intervention, anti-LGBT, and conservative evangelical movements on the right. Theoretical frameworks are drawn from social movements, intersectional feminist and queer theories. Prerequisite: SOC 101 and permission of the instructor. {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SOC 325 Seminar: Sociology of Emotions (add this seminar)

Although we tend to think of emotions as something universal, authentic, and internal to us, careful study reveals that the conventions concerning emotional expression can change radically over time and vary tremendously from place to place. Emotions can thus be thought of as cultural constructs, determined as much by social norms as human nature. This course will explore the social roots of emotions like love, fear, anger, shame, and empathy, and examine the social construction of mental health and illness. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. {S} Credits: 4
*Tim Recuber*
**Normally offered in alternate years**

### 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 and permission of instructor. Enrollment limited to 12. {S} Credits: 4
*Payal Banerjee*
**Normally offered in alternate years**

### 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. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. Credits: 4
*Leslie King*
**Normally offered in alternate years**

### SOC 340 Inequality and Social Protest, Calderwood Seminar in Public Writing

Have you ever struggled to explain inequality or student protest to a seatmate on a plane or your well-meaning uncle? Sociology gives us a unique perspective on this moment of increasing inequality and mass protest on both the right and the left. Pull together what you have learned in your sociology classes and learn to communicate your knowledge about the inequalities and politics of race, class, and gender. Working collaboratively, students in this Calderwood Seminar will write a variety of pieces that bring sociological expertise to the public, such as summaries of research and data, book reviews, opinion pieces, blog posts, and magazine articles. This course is designed as a capstone course for sociology majors; students in related majors (other social sciences, SWG, AFR, etc.) are also welcome. Prerequisite: SOC 101 and permission of instructor. Enrollment limited to 12. WI {S} Credits: 4

*Nancy E. Whittier*

**Normally offered in alternate years**

# General Courses

### SOC 400 Special Studies

By permission of the department, for junior and senior majors. Credits: 1–4

**Normally offered each academic year**

### SOC 408D Special Studies

This is a full-year course. Credits: 8

**Normally offered each academic year**

# Cross-listed Courses

### 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 research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, a small group of students focus on a particular social justice issue, research past and present community-based efforts around the issue, and develop a community action plan in collaboration with an off-campus community partner. Students are provided with readings, discussions, mentoring and other support to complete capstone projects. Enrollment limited to 15; priority is given to seniors and juniors. (E) Credits: 4

*Denys Candy*

**Normally offered in the spring.**

# South Asian Studies

**Director:** Andy Rotman

### Smith College Participating Faculty

Elisabeth Armstrong, Payal Banerjee, Nalini Bhushan, Jay Garfield, Ambreen Hai, Pinky Hota, Margaret Sarkissian, Vis Taraz

### Five College Faculty

**Amherst College:** Amrita Basu, Nusrat Chowdhury, Christopher Dole, Maria Heim, Tariq Jaffer, Yael Rice, Krupa Shandilya, Dwaipayan Sen, Adam Sitze

**Hampshire College:** Dula Amarasiriwardena, Salman Hameed, Junko Oba, Uditi Sen

**Mount Holyoke College:** Girma Kebbede, Kavita Khory, Susanne Mrozik, Indira Peterson, Ajay Sinha, Amina Steinfels

**UMass:** Anne Ciecko, Ranjanaa Devi, Asha Nadkarni, Svati Shah, Priyanka Srivastava

The South Asian studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that focus on the interdisciplinary study of South Asia and its diaspora. A minor in South Asian studies brings together the perspectives of various disciplines, from art history to philosophy, economics to religion, to create a sustained curricular focus on South Asian life and culture.

## Minor in South Asian Studies

**Requirements**

6 courses (a minimum of 24 credits) are needed to satisfy the requirements of a minor in South Asian studies, and meet the following distribution requirements:

1. An introductory course with a focus on South Asia.
2. Three courses, distributed over a) the visual, literary or performing arts; b) history, philosophy or religions; c) the social sciences.
3. One advanced seminar in any discipline that addresses South Asia.
4. An elective, which could be an additional course or a special studies in any of the above mentioned areas.

## Courses

### PHI 127 Indian Philosophy

An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? We will read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester we will briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. {H} Credits: 4

*Nalini Bhushan*

**Normally offered in alternate years**

### REL 171 Introduction to Contemporary Hinduism

This course is an introduction to the ideas and practices of contemporary Hinduism, with an emphasis on how Hindu identities have been constructed and contested, and how they have been mobilized in culture and politics. Materials to be considered include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. {H} {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### 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

*Vis Taraz*

**Normally offered each academic year**

### SOC 236 Beyond Borders: The New Global Political Economy

This course introduces students to the basic concepts and theories in global political economy. It covers the history of economic restructuring, global division of labor, development, North-South state relations, and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health, and the environment are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

*Payal Banerjee*

**Normally offered each academic year**

### SOC 237 Gender and Globalization

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 35. {S} Credits: 4

*Payal Banerjee*

**Normally offered each academic year**

### BUS 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/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. {H} {N} {S} Credits: 4

*Members of the department*

**Normally offered each interterm**

### SOC 255 The Bollywood Matinee: Gender, Nation, & Globalization through the Lens of Popular Indian Cinema

This colloquium will take a sociological look at commercial Indian cinema from a transnational feminist perepective that centers gender, sexuality, and the political economy of post-colonial development. Scholarly articles, lectures, in-depth discussions, documentaries, and a number of films will help us analyze how this globally popular culture form-indexed as *Bollywood*-deals with gender, queer identities and politics, class and caste, and recent crises around an intensification of Islamophobia, socio-political disenfranchisement, and growing right-wing nationalism. Relatedly, our discussions will focus on how new films are addressing questions of democracy, citizenship, justice, and protests. Students are expected to engage deeply with assigned readings and actively participate in class discussions based on readings and film screenings. Prerequisite: SOC 101. Enrollment limited to 20. {S} Credits: 4

*Payal Banerjee*

**Normally offered in alternate years**

### ANT 267 Contemporary 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

*Members of the department*

**Normally offered each academic year**

### ANT 274 The Anthropology of Religion

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S} Credits: 4

*Pinky Hota*

**Normally offered each academic year**

### ECO 311 Seminar: Topics in Economic Development

Topics course.

*The Economic Development of India*

This seminar applies and extends microeconomic theory to analyze selected topics related to the India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Topics and assignments may be changed in response to the class's particular interests. Prerequisites: ECO 220 and ECO 250. {S} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### 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 and permission of instructor. Enrollment limited to 12. {S} Credits: 4

*Payal Banerjee*

**Normally offered in alternate years**

### SAS 400 Special Studies in South Asian studies

Admission by permission of the director of the South Asian studies program. Normally, enrollment limited to South Asian studies minors only. Credits: 1–4

*Members of the department*

**Normally offered each academic year**

# Spanish and Portuguese

**Professors**
Ibtissam Bouachrine, Ph.D. †2
Maria Helena Rueda, Ph.D. **1

**Associate Professors**
Marguerite I. Harrison, Ph.D. †2
Michelle Joffroy, Ph.D.
Reyes Lazaro, Ph.D. *2
Malcolm Kenneth McNee, Ph.D., Chair

**Senior Lecturer**
Silvia Berger, Ph.D.

**Lecturers**
Melissa M. Belmonte, M.A.
Molly Falsetti-Yu, M.A. †1
Adrián Gras-Velázquez, Ph.D.
Simone M. Gugliotta, Ph.D.

## The Majors

**Advisers for the Spanish Major:** Silvia Berger, Ibtissam Bouachrine, Molly Falsetti-Yu, Maria Estela Harretche, Michelle Joffroy, Reyes Lázaro and Maria Helena Rueda.

**Advisers for the Portuguese-Brazilian Studies Major:** Marguerite Itamar Harrison, Malcolm K. McNee

**Advisers for Study Abroad**
Students interested in the Smith Consortium Program PRESHCO or approved programs should consult members of the Spanish Department: Silvia Berger, Ibtissam Bouachrine, Molly Falsetti-Yu, Maria Estela Harretche, Michelle Joffroy, Reyes Lazaro and Maria Helena Rueda. Students interested in Brazil and other Portuguese-speaking countries should consult the Portuguese Faculty: Marguerite Itamar Harrison, Malcolm K. McNee.

Normally, the S/U grading option is not allowed for courses counting toward the majors.

### Major in Spanish

Ten (10) semester courses: Five of them will have the following requirements, to be taken at the Department of Spanish and Portuguese at Smith College:

- One 200-level course, SPN 245 or above
- One course focused on writing in Spanish. Can be fulfilled with any class designated by the department as meeting the Spanish writing requirement. Designation will be included in the course description.
- One semester of Portuguese (POR 110, Beginning Portuguese through Music I or POR 125, Elementary Portuguese for Spanish-speakers).
- Two 300-level SPN courses, taken at Smith.

The remaining five courses will be electives dealing with the languages and cultures of the Spanish-speaking world, offered by or cross-listed with the Department of Spanish and Portuguese at Smith or in approved Spanish language programs abroad. One of these electives can be a class taught in English if it deals with the cultures of the Spanish-speaking world--this includes bilingual or English-speaking U.S. Latinx communities. The English-language class can be taken at Smith or the Five Colleges. SPN 112Y can be counted towards the major as one course. For classes taken abroad, credit will be granted at the 200-level.

### Major in Portuguese–Brazilian Studies

Eight semester courses. POR 100Y or POR 110 and POR 111, or POR 125; POR 200 or POR 215; and one 200-level course in Brazilian or Comparative Lusophone Studies taught in Portuguese. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses may be selected from any number of fields such as literature and language, history, Africana studies, anthropology, art, dance, music, economics and government.

## The Minors

**Advisers:** Members of the department as described in The Majors section.

### Spanish Minor

**Requirements:** Six semester courses in Spanish. Two of these six courses will be the following requirements, to be taken at the Department of Spanish and Portuguese at Smith College:

- One 200-level course, SPN 245 or above
- One class focused on writing in Spanish. Can be fulfilled with any class designated by the department as meeting the Spanish writing requirement. Designation will be included in the course description.

The remaining four courses will be electives dealing with the languages and cultures of the Spanish-speaking world, offered by or cross-listed with the Department of Spanish and Portuguese at Smith, at Spanish programs in the Five Colleges, or in approved Spanish language programs abroad. SPN 112Y can be counted towards the minor as one course.

### Portuguese–Brazilian Studies Minor

**Requirements:** Five semester courses. POR 100Y or POR 110 and POR 111, or POR 125; POR 200 or POR 215; and one 200-level course in Brazilian or Comparative Lusophone Studies taught in Portuguese. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses may be selected from any number of fields such as literature and language, history, Africana studies, anthropology, art, dance, music, economics and government.

## Honors

**Directors:** Reyes Lazaro (*Spanish*), Marguerite Harrison (*Portuguese and Brazilian Studies*).

#### SPB 430D Portuguese Honors Project
Credits: 8
**Normally offered each fall**

#### SPB 431 Portuguese Honors Project
Credits: 8
**Normally offered each fall**

#### SPN 430D Spanish Honors Project
Credits: 8
**Normally offered both fall and spring semesters**

#### SPN 431 Spanish Honors Project
Credits: 8
**Normally offered each fall**

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

The department has two abbreviations for courses focused on the language and culture of two broad areas of study: POR (Portuguese-speaking world), and SPN (Spanish-speaking world).

All students planning to study Spanish at Smith must take the placement test (https://www.smith.edu/about-smith/registrar/placement-exams). A student may repeat any topic course when the topic is different. All courses in the department are taught in Spanish or Portuguese unless otherwise indicated.

Approved cross-listed courses in other departments or programs are included after those with POR and SPN designation.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. The department has official affiliations with the Smith consortial program PRESHCO, for Study Abroad in Córdoba, Spain, and with Brown/Consortium for Advanced Studies Abroad (CASA) in Brazil for Study Abroad in Rio de Janeiro. Many other programs in Spain, Latin America, and Portugal 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.

# Portuguese and Brazilian Studies

### POR 110 Beginning Portuguese through Music I

An introduction to spoken and written Brazilian Portuguese. Emphasis on the development of oral proficiency and acquisition of reading and writing skills. Students are introduced to the Portuguese-speaking world through music, from Brazil, Portugal, Angola, Mozambique and Cape Verde. Students will acquire knowledge in basic grammatical patterns and strategies in daily communication. Designed for students with no background in Portuguese. Enrollment limited to 20. Credits: 4
*Members of the department*
**Normally offered each fall**

### POR 111 Beginning Portuguese through Music II

A continuation of POR110. Development of conversational communication, listening comprehension, reading skills and cultural knowledge through music. Prerequisite: POR 110 or permission of the instructor. Enrollment limited to 20. {F} Credits: 4
*Members of the department*
**Normally offered each academic year**

### POR 125 Elementary Portuguese for Spanish Speakers

A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading and writing. Classes are in Portuguese and students' individual knowledge of Spanish supports the accelerated pace of the course, with contrastive 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 20. Prerequisite: Spanish placement test or SPN 220 or its equivalent. {F} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### POR 200 Intermediate Portuguese

This course will serve as a comprehensive grammar review with a focus on Brazilian media. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese, including a selection of media forms and texts, websites, television, radio and film. Prerequisite: POR 100Y, POR 110 or POR 125 or the equivalent. Enrollment limited to 20. {F} Credits: 4
*Members of the department*
**Normally offered each fall**

### POR 201 Brazilian Art Inside and Out

Same as ARH 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change, and as site of memory, activism, resistance and transformation. Enrollment limited to 20. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### POR 202 Barriers to Belonging: Youth in Brazilian Film

This course will serve as an introduction in English to Brazilian Cinema through the theme of youth, identity, social barriers, and a search for belonging. Course materials, films and class discussions will address such topics as migration, belonging and displacement, coming-of-age challenges, discovery and adversity, self, society and sexuality, family and loss. Selected readings and screenings will highlight the work of Brazilian filmmakers such as Walter Salles, Ana Muylaert, Sandra Kogut, Fernando Meirelles, and others. Student assignments will encompass both critical and first-person memoir essays; students may also respond via work-and-image production (videos; digital narratives; and comics. Taught in English. Enrollment limited to 20. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### POR 203 Contemporary Art Parks and Cultural Centers in Brazil

This course will immerse students in the art museums, cultural centers, and street art of São Paulo, Brazil and introduce them to the world-renowned contemporary art park and botanical garden of Inhotim, located outside of Brumadinho, Minas Gerais. Inhotim features pavilions dedicated to Brazilian and international artists, temporary exhibitions, outdoor sculptures and art installations, within a spectacular botanical garden of 5,000 plants species. Prior study of Portuguese is recommended but not required. Preference given to students who have taken ARH/POR201: Brazilian Art Inside and Out, or another course in Portuguese and Brazilian Studies. Enrollment limited to 20. {A} Credits: 2
*Members of the department*
**Normally offered in alternate years**

### POR 212: Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World

Same as WLT 212. Through work by some of the most celebrated writers from the Portuguese-speaking world, we will explore variations on the theme of resistance, including resistance to the authoritarianisms of dictatorship, patriarchy, slavery, and colonialism, but also more ambivalent postures of resistance toward the authority assumed within particular forms of expertise and knowledge production, representation, and deployment. Reading and discussing fiction and essays by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Djaimilia Pereira de Almeida (Angola/Portugal), and the Nobel Prize-winning José Saramago (Portugal), among others, we will consider historical context and ways in which their work resonates with our contemporary world, meanings of literature and fictionality as sites of resistance, and the complicated, unstable, and fraught dynamics they reveal between authorship and authority today. Taught in English. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### POR 215 Portuguese Conversation and Composition

This course focuses on developing skills in both spoken and written Portuguese and is designed for students who have already learned the fundamentals of grammar. Topics for compositions, class discussions and oral reports are based on short literary texts as well as journalistic articles, music and film. Enrollment limited to 25. Prerequisite: POR 100Y, POR 110, POR 125 or POR 200, or permission of the instructor. {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### POR 220 Portuguese and Brazilian Literature and Culture

Topics course. Expected to be offered in the next 3 years

*Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid*
This course will address a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading, and writing, through the medium of short stories, essays, articles, images, music, and film. In order to promote a hands-on approach to understanding culture, class assignments will also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 1OOY or POR 125 or the equivalent. {F}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### POR 228 Indigenous Brazil: Past, Present and Future

This interdisciplinary course will consider the diverse histories, cultures, and experiences of Indigenous individuals and peoples in Brazil, from the precolonial period into the present and including future oriented forms of Native activism and imagination. We will address specific case studies and broad themes, including territorial and environmental struggles, meanings and forms of Indigenous education, Indigenous movements and leaders, legal and cultural status of Indigeneity in a multiracial society, Indigenous artistic practices and the dynamics of intercultural exchange and influence in Brazilian society at large. Conducted in Portuguese, with activities designed to improve proficiency in reading, writing, speaking, and listening. Prerequisite: POR 200 or POR 215, or another 200-level course in Brazilian or Comparative Lusophone Culture and Society taught in Portuguese. Enrollment limited to 25. {A} {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity

This course considers the shifting borders of Portuguese as a local, national and global language. We explore language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. We examine how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and address multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole, and Indigenous languages in Brazil and Africa. Throughout, we consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or permission of the instructor. Enrollment limited to 25. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### POR 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/SPN/FRN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### POR 381 Seminar in Portuguese and Brazilian Studies

Topics course.
**Normally offered each academic year**

*Brasil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture*
This course addresses diverse modes of representing nature and the environment in Brazil, from the pre-colonial period to the present. Drawing upon visual arts, film, poetry, fiction and non-fiction, we will consider mytho-poetic accounts of the creation of the land, colonial accounts of flora, fauna and plantation agriculture, 19th-century scientific expeditions, Romantic and Modernist associations of nature and national identity, rural social movements and ideas of rural authenticity, and global orientations of contemporary "earth art" and "eco-poetry." Deepening our understanding of the diversity of Brazilian landscapes and ecologies and historical forces that have shaped them, we will consider ways in which gender, class, ethnicity and ideology are implicated in different paradigms of environmental representation. Course conducted in Portuguese. POR 200 or POR 215, or another 200-level topic taught in Portuguese, or instructor permission. Enrollment limited to 14. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Multiple Lenses of Marginality: New Brazilian Filmmaking by Women*
This course will make reference to the pioneering legacy of key figures in Brazilian filmmaking, such as Susana Amaral, Helena Solberg, and Tizuka Yamasaki. These directors' early works addressed issues of gender and social class biases by subtly shifting the focus of their films to marginalized or peripheral subjects. We will also examine the work of contemporary filmmakers, among them Lúcia Murat, Tata Amaral, Laís Bodanzky, and Anna Muylaert, focusing on the ways in which they incorporate sociopolitical topics and/or gender issues. Taught in Portuguese. Prerequisite: POR 200 or POR 215, or another 200-level topic taught in Portuguese, or instructor permission. {A/F} 4 credits
*Members of the department*
**Expected to be offered in the next 3 years**

### POR 400 Special Studies in Portuguese and Brazilian Literature

By permission of the department, normally for senior majors. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# Spanish Language, Literature and Culture

### SPN 112Y Elementary Spanish

This course is for students who have had no previous experience with the language and emphasizes speaking, listening, writing, reading and "grammaring". Although it is an "elementary" course, students typically achieve an intermediate proficiency level by the end of the academic year. The course also serves as an introduction to Hispanic culture and a preparation for higher levels. Priority is given to first- and second-year students. Yearlong courses cannot be divided at midyear with credit for the first semester. Enrollment limited to 20. Credits: 5
*Members of the department*
**Normally offered both fall and spring semesters**

### SPN 120 Low Intermediate Spanish

Aimed at students who have had some basic experience with Spanish, this course prepares them to communicate in the language about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information and understanding the target language, which allow them to learn about the structure of the language (its grammar). Enrollment limited to 20. {F} Credits: 5
*Members of the department*
**Normally offered each fall**

### SPN 178 Naughty Fictional Translators

Same as WLT 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) "slow reading" of *Don Quijote* as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories--largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of "transfictions" (i.e., fictions about translators) since the '90s. Taught in English. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SPN 200 Intermediate Spanish

The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the "realities" of Spanish-speaking countries. Prerequisite: SPN 112Y, 120 or the equivalent. Enrollment limited to 20 per section. {F} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### SPN 220 Contemporary Cultures 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 20. Prerequisite: SPN 200 or the equivalent. {F} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### SPN 230 Latin American and Peninsular Culture and Society

Topics course. May be repeated once with a different topic.
**Normally offered each academic year.**

*Doméstica*
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). Enrollment limited to 20. Prerequisite: SPN 220 or equivalent. {F} {L} Credits: 4
*Members of the department*

*Tales and Images of Travel and Migration in Latin America*
This class investigates questions of contact between peoples, in contemporary Latin American texts and films. Students will analyze how experiences of travel and migration appear in Latin American culture, configuring identities and negotiating conflicts raised by the transit of people, objects and ideas in the region. Assignments include texts written since the late 20th century, and films from several countries, representing internal and transnational journeys. Some theoretical writings on the cultural meanings of travel are also included. Meets the writing requirement for the major. Prerequisite: SPN 220 or above. Enrollment limited to 20. {F} {L} Credits: 4
*Members of the department*

*Creative Writing by and with Spanish Women Writers*
This is a hinge course between beginning-intermediate and advanced-intermediate courses. Students read and practice creative writing (essays and pieces of fiction) with the aid of fictional and biographical pieces written by Spanish women from the 12th century to our day. Its goal is to develop introspective writing, students' competence and self-confidence in the analysis of short and longer fiction in Spanish, knowledge of the history of women's writing in Spain, and acquisition of linguistic and cultural literacy in Spanish through playful fiction writing. Fulfills the writing requirement for the major. Enrollment limited to 20. {F} {L} Credits: 4
*Members of the department*

*A Transatlantic Search for Identity*
A quest for the self and its relation to otherness through a one poem per class approach. Readings in modern and contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. We examine the consequences of political exile as a journey to the unknown (Jiménez, Cernuda, Cortázar, 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, Storni, Parra and Pizarnik. Prerequisite: SPN 220 or equivalent. Enrollment limited to 25. {F}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Climate Voices*
Climate change is a planetary crisis, yet its impacts and the responses to it vary both geographically and culturally. This course examines climate change and cultural-ecological narratives produced in Spanish-speaking regions of the world,

with particular interest in alternative, non-mainstream media. These include community radio broadcasts and theater, participatory video, photography, graphic novels, and transmedia texts that uplift minority voices. In this course students work independently and collaboratively to explore who creates these narratives and why, where and how they do so. As a final project, students will create their own climate change narratives using the texts studied as examples of alternative ways of communicating knowledge. Enrollment limited to 25. {F}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 240 From Page to Stage

Topics course. May be repeated once with a different topic.
**Normally offered each academic year.**

*Mujeres de Artes Tomar*
In March of 2012, an initiative known as *Women at Arts* was launched in Buenos Aires. With a name based on the well-known phrase "men at arms," it aims to use artistic innovation to initiate a debate over issues too often subject to an unbalanced approach. *Mujeres de Artes Tomar* dramatizes ideas related to gender, focuses on women as creators, and explores art as an instrument of social transformation. he course will move thematically. Dramatic, musical, visual, and poetic texts will be staged, each with a distinct focus and drawn from various disciplines. Meets the writing requirements for the Spanish Major. No previous acting experience needed. Enrollment limited to 20. {A} {F} {L} Credits: 4
*Members of the department*

### 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. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or equivalent, or permission of the instructor. Enrollment limited to 20. {F} Credits: 4
*Members of the department*
**Normally offered each spring**

### SPN 245 Latin American and Peninsular Studies

Topics course. May be repeated with a different topic.
**Normally offered each fall.**

*Latin American Women Cinema*
An overview of films made by women in Latin America since the early 2000s. The class will study works representing various countries in the region, both from well-established and emerging directors. Students will learn about the general conditions in which these women made their films, reflecting on the various ways in which gender informs the content and determines the production of those films. With the support of theoretical readings, the work of these filmmakers will offer opportunities to reflect on issues of gender and sexuality in Latin America. Enrollment limited to 20. {F} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

*SOAP; Spanish History through Telenovelas*
The protagonists of the cult "hist-fi" Spanish television series "El Ministerio del Tiempo" (2015–2018) travel through the Spanish past to make sure it does not change. We travel with them to learn Spanish language and society through the ages, and how and why History is presently told that way. It fulfills the History requirement for the Spanish Major. Enrollment limited to 20. {F} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SPN 246 Latin American Literature and Culture

Topics course. May be repeated with a different topic.
**Normally offered each academic year.**

*Through the Jewish Lens: A Latin American Story*
This course will examine representations of the Jewish-Latin American experience through the study of 20th- and 21st-century texts and films. It will explore how recent authors and filmmakers present issues concerning this minority group's identity and belonging. Special attention will be given to images of Jews and Jewish history as expressions of current social and political concerns. Texts will be in Spanish and in Spanish translations from Portuguese. Movies, in both languages, will be shown with subtitles. Fulfills the writing requirement for the major. Prerequisites: SPN 220 or above. Enrollment limited to 20. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 247 Race and Racism in Premodern Iberia

This course challenges the dominant presentism by exploring understandings of race and racism in the context of premodern Iberia (present-day Spain and Portugal). Themes include intellectual and physical encounters between medieval kingdoms from West Africa and Europe, the construction of sameness and otherness in Iberia, and the intersection of race, class, and indigeneity in the Middle Ages. Enrollment limited to 20. {F}{H}{L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### SPN 250 Iberian Cultural History

Topics course. May be repeated with a different topic.

*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. Enrollment limited to 20. {F} {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 252 Spanish Colonialism in Africa

This course examines Spanish colonialism and its aftermath in Morocco and Equatorial Guinea. Topics include the development of Spanish imperialism, the Rif War of resistance (1919-26), the Civil War (1936-39), African immigration, the rise of Spanish right-wing populism, and the so-called "War on Terror" in Spain and in the rest of Europe. Enrollment limited to 20. {F}{H}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 255 Muslim Women in Film

Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and critically study films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 20. {A} {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SPN 257 Liquid Worlds: A New Spain in America

Our course centers on mobility and fluidity, terms prominent in border and identity studies that challenge traditional ideas about self and identity. How do these terms apply to a group of Spanish artists and intellectuals who escaped the Spanish Civil War? Collectively, they may be viewed as a dislocated society that created a "new home" by way of new horizons landscapes, and rhythms reflected in their poetry, diaries and correspondence, allowing us, in turn, to reconstruct their lives from Cuba to Argentina. Their writings about the oceans, rivers, and seas of their new surroundings express the strife of exile. Enrollment limited to 20. {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SPN 260 Latin American Cultural History

Topics course. May be repeated with a different topic.
**Normally offered both fall and spring semesters.**

*Becoming Latin America: Modernization and Resistance*
This course looks at the ways in which Latin American authors confronted, appropriated and also resisted the paradigms of Modernity, from the post-Independence period to the mid 20th century. Through the study of primary sources and some recent re-interpretations of historical events, the class reflects on how Latin American culture was shaped by the legacy of colonialism and the persistent struggle to leave it behind. Special attention is paid to the clashing interactions between the indigenous populations, creole elites in a conflicted dialogue with the cultures of Europe and North America, and Africans brought to the continent as slaves. Class discussions will center on how cultural practices were traversed by notions of race, gender and social class, as well as by the larger geopolitical world context. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. {F} {H} {L} Credits: 4
*Members of the department*

### SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/POR/FRN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism, and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors, and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 25. {F} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### SPN 332 Seminar: The Middle Ages Today

Topics course.
**Expected to be offered in the next 3 years**

*Islam in the West*
This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about "convivencia," "clash of civilizations," "multiculturalism" and other theories that seek to make sense of the relationship between Islam and the West. Enrollment limited to 14. Permission of the instructor. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 335 Minorities in North Africa and the Middle East

Focusing on religious, ethnic, and sexual minorities, this course explores questions about belonging, rights, justice and their relevance for the study of North Africa and the Middle East. It draws from different disciplines including history, philosophy, religion, anthropology, sociology, literature, and politics to think about majority-minority relations and the making of citizens. Prerequisite: SPN 255 or equivalent, and permission of the instructor. {F} {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 337 Difference

This course examines the construction and representation of difference in Spanish cinema, focusing on class, gender, sexuality, age, religion, and national origin. We will study the works of directors such as Pedro Almodóvar, Llorenç Soler, Carla Simón, Icíar Bollaín, Chus Gutiérrez, Gerardo Olivares, and Montxo Armendáriz, among others. Prerequisite: Permission of instructor. Enrollment limited to 14. {F}{H}{L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 372 Seminar: Topics in Latin American and Iberian Studies

Topics course.
**Normally offered each academic year.**

*Stages of Conflict: Performing Memory and Change in Spain and Latin America*
A study of two societies (Spain and Argentina) at a critical moment in their histories. With theoretical readings from an array of disciplines such as the political sciences, history, theater and art, we examine at least two different responses to these societies' respectively traumatic transitions from dictatorship to "democracy." Through dramatic texts that vary from tragedy to farce, and with the help of films, documentaries, diaries, journal articles, correspondence and graphic art, we 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. One of the goals of this course is to develop the ability to speak in Spanish before an audience. No previous acting experience required. Enrollment limited to 14. {A} {F} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Blackness in Spain*
We investigate the lives of Spaniards of African origin or individuals who lived in Spain, such as: painter Juan de Pareja (Velazquez's slave) in the 17th century, whose unique portrait by Velazquez hangs at the New York Metropolitan Museum; volunteers of the Lincoln Brigade in the Spanish Civil War in the 1930s—for example, poet Langston Hughes, and nurse Salaria Kea; migrant workers; Smith alumna Lori L. Tharp, author of a travel memoir of her Junior Year Abroad, *Kinky Gazpacho* (2008), which she describes as a "racial coming of age." The ultimate goal is to gain understanding of racial relations in Spain, and to explore the geology of Western racism. Enrollment limited to 14. {A} {F} Credits: 4
*Members of the department*

*Stages of Conflict: Performing Memory and Change in Spain and Latin America*
A study of two societies (Spain and Argentina) at a critical moment in their histories. With theoretical readings from an array of disciplines such as the political sciences, history, theater and art, we examine at least two

different responses to these societies' respectively traumatic transitions from dictatorship to "democracy." Through dramatic texts that vary from tragedy to farce, and with the help of films, documentaries, diaries, journal articles, correspondence and graphic art, we 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. One of the goals of this course is to develop the ability to speak in Spanish before an audience. No previous acting experience required. Enrollment limited to 14. {A} {F} Credits: 4
*Members of the department*

### SPN 373 Seminar: Cultural Movements in Spanish America

Topics course.
**Normally offered each academic year.**

*Embodied Politics in Latin American Films*
This class will study recent Latin American films in their portrayal of bodily identities and practices that carry political weight. Students will interrogate these films' attention to issues of race, gender, and sexuality, as well as their portrayal of people's interaction with the spaces they inhabit. Most of the films will come from Argentina, Chile, Colombia, and Peru, but will be studied within the broader regional film landscape. By the end of the semester students will have a general understanding of that landscape, and of the way in which films dealing with embodied histories encourage political reflections. Enrollment limited to 14. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SPN 375 Seminar: ARTivism: Staging Political Memories

This course has two principal aims: to develop public speaking and to enhance deeper understanding of repression, censorship and other forms of violence as they have made themselves felt in societies subject to dictatorship within the Spanish-speaking world. The objective is to give voice to that which has been silenced. Through multiple artistic means, visual and performing arts, including theater and music, we will reenact a past whose struggles remain unresolved, in order better to explain a conflicted present in today's Spain and Latin America. For appropriate context, we will borrow from political science, history, sociology, and cultural geography. No previous acting experience needed. Enrollment limited to 12. {A} {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SPN 400 Special Studies in Spanish and Spanish American Literature

By permission of the department. Normally for senior majors. Credits: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# Cross-Listed Courses

### FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/SPN/POR 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar/vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limit of 16. (E) {F} {S} Credits: 4
*Members of the department*
**Normally offered each academic year**

### FYS 129 *Tierra y vida*

*Tierra y Vida* explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first years.{L} WI Credits: 4
*Members of the department*
**Normally offered each fall**

### LAS 150 Introduction to Latin American Studies

LAS 150 is a multidisciplinary, thematically organized introduction to the cultures and societies of Latin America and serves as a primary gateway to the Latin American Studies major. This course surveys a variety of topics in culture, geography, politics, history, literature, language, and the arts through readings, films, discussions and guest lectures. The course is required for all majors in Latin American Studies. {A} {H} {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### TSX 330 Capstone Seminar in Translation Studies

Same as WLT 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser 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 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 are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in World Literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### WLT 178 Naughty Translators

Same as SPN 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) "slow reading" of *Don Quijote* as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories--largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of "transfictions" (i.e., fictions about translators) since the '90s. Taught in English. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World

Through work by some of the most celebrated writers from the Portuguese-speaking world, we will explore variations on the theme of resistance, including resistance to the authoritarianisms of dictatorship, patriarchy, slavery, and colonialism, but also more ambivalent postures of resistance toward the authority assumed within particular forms of expertise and knowledge production, representation, and deployment. Reading and discussing fiction and essays by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Djaimilia Pereira de Almeida (Angola/Portugal), and the Nobel Prize-winning José Saramago (Portugal), among others, we will consider historical context and ways in which their work resonates with our contemporary world, meanings of literature and fictionality as sites of resistance, and the complicated, unstable, and fraught dynamics they reveal between authorship and authority today. Taught in English. {L} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### WLT 330 Capstone Seminar in Translation Studies

Same as TSX 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser 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 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 are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in world literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. {L} Credits: 4

*Members of the department*

**Normally offered each spring**

# Statistical and Data Sciences

**Professor Emerita**
Katherine Taylor Halvorsen, D.Sc., Mathematics and Statistics

**Associate Professor**
Benjamin S. Baumer, Ph.D., Chair

**Assistant Professor**
Randi L. Garcia, Ph.D., M.S., Psychology [**2]
Albert Y. Kim, Ph.D.
Katherine M. Kinnaird, Ph.D., Computer Science [**2]
Scott LaCombe, Ph.D., Government
Lindsay Poirier, Ph.D.

**Lecturer**
William Hopper, Ph.D.

**Research Associate**
Nicholas J. Horton, D.Sc.

**Members of the Program Committee**
Shannon Audley, Ph.D., Education and Child Study [*2]
Alex Barron, Ph.D., Environmental Science and Policy [†1,*2]
R. Jordan Crouser, Ph.D., Computer Science [*1]
Glenn William Ellis, Ph.D.,Engineering
Howard Jonah Gold, Ph.D., Government [**2, *2]
Mary Harrington, Ph.D., Psychology and Neuroscience
Joseph O'Rourke, Ph.D., Computer Science [†2]
Philip K. Peake, Ph.D., Psychology [**1]
Cornelia Pearsall, Ph.D., English Language and Literature
Marney Pratt, Biological Sciences
Susan Sayre, Ph.D., Economics [**1]
Vis Taraz, Ph.D., Economics [**1]

## The Major

The major in Statistical & Data Sciences consists of 10 courses, including depth in both statistics and computer science, an integrating course in data science, a course that emphasizes communication, and an application domain of expertise. All but the application domain course must be graded; the application course can be taken S/U.

**Advisors**
Benjamin Baumer, Randi Garcia, Albert Kim, Katherine Kinnaird, Scott LaCombe, Lindsay Poirier

**Requirements**
See the note on course substitutions following the description of the major.

Foundations and Core (5 courses): The following required courses build foundational skills in mathematics, statistics, and computer science that are necessary for learning from modern data.
- CSC 111: Intro to Programming
- SDS 192: Intro to Data Science
- MTH 211: Linear Algebra
- SDS 220 or SDS 201: Introductory Statistics
- SDS 291: Multiple Regression

Programming Depth (1 course): One additional course that deepens exposure to programming.
- CSC 151: Programming Languages
- CSC 212: Data structures
- CSC 220: Advanced Programming Techniques
- SDS 235: Visual Analytics—must take programming intensive track
- CSC 294: Computational Machine Learning
- CSC/SDS 352: Parallel & Distributed Computing

Statistics Depth (1 course): One additional course that provides exposure to additional statistical models
- SDS 290: Research Design and Analysis
- SDS 293: Modeling for Machine Learning
- MTH/SDS 320: Mathematical Statistics
- SDS 390: Topics in SDS

Communication (1 course): One course that focuses on the ability to communicate in written, graphical, and/or oral forms in the context of data.
- CSC/SDS 109: Communicating with Data
- CSC/SDS 235: Visual Analytics
- SDS 236: Data Journalism

Application Domain (1 course): Every student is required to take a course that allows them to conduct a substantial data analysis project evaluated by an expert in a specific domain of application. The requirement is normally satisfied by one of the following options:
- SDS 300: Applications of Statistics and Data Science
- A research seminar (normally 300-level) or special studies of at least two credits. Normally, the domain would be outside of mathematics, statistics, and computer science.
- A departmental honors thesis in another major (normally not including MTH or CSC). A student and their advisor should identify potential application domains of interest as early as possible, since many suitable courses will have prerequisites. Normally, this should happen during the 4th semester or at the time of major declaration, whichever comes first. The determination of whether a course satisfies the requirement will be made by the student's major advisor.

Capstone (1 course): Every student is required to complete a capstone experience, which exposes them to real-world data analysis challenges.
- SDS 410: Capstone

Electives: (as needed to fill up 10 courses): Provided that the requirements listed above are met, any of the courses listed above may be counted as electives to reach the 10 course requirement. Five College courses in statistics and computer science may be taken as electives. Additionally, the following courses may be counted toward completion of the major.
- MTH 246: Probability
- CSC 230: Introduction to Database Systems
- CSC 252: Algorithms
- CSC 256: Intelligent User Interfaces
- CSC 290: Artificial Intelligence
- CSC 330: Database Systems
- CSC 390: Seminar on Artificial Intelligence

**Note on course substitutions:** CSC 111 may be replaced by a 4 or 5 on the AP computer science exam. SDS 220 may be replaced by a 4 or 5 on the AP statis-

tics exam. Replacement by AP courses does not diminish the total number of courses required for either the major or the minor. MTH 211 may be replaced by petition in exceptional circumstances. Any one of ECO 220, GOV 203, PSY 201, or SOC 201 may directly substitute for SDS 220 without the need to take another course, in both the major and minor. Note that SDS 220 and ECO 220 require Calculus. Students should be aware that substituting for SDS 220 could leave them without R-programming experience, which is needed in subsequent courses, such as SDS 290 & 291. Five College equivalents may substitute with permission of the program. SDS 107 and EDC 206 are important courses but do not count for the major or the minor.

# The Minor in Statistical and Data Sciences

The minor in Statistical & Data Sciences consists of six courses, with the following requirements:

1. four of the five foundational and core courses required for the major, not including MTH211
2. any course satisfying the programming depth requirement for the major
3. any course satisfying the communication requirement for the major

Should these three requirements be fulfilled by fewer than six courses, any of the courses in SDS or CSC that count towards the major may be counted towards the minor. Ordinarily, no more than one course graded S/U will be counted toward the minor.

# The Minor in Applied Statistics

The interdepartmental minor in applied statistics offers students a chance to study statistics in the context of a field of application of interest to the student. The minor is designed with enough flexibility to allow a student to choose among many possible fields of application.

The minor consists of five courses. 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 take one of the following courses and no more than one of these courses will count toward the minor. (Students presenting a 4 or 5 on the AP Statistics Examination or equivalent preparation will receive exemption from this requirement.)

### SDS 201 Statistical Methods for Undergraduates
Credits: 5

### SDS 220 Introduction to Probability and Statistics
Credits: 5

### PSY 201 Statistical Methods for Undergraduate Research
Credits: 5

### ECO 220 Introduction to Statistics and Econometrics
Credits: 5

### SOC 201 Statistics for Sociology
Credits:5

### GOV 203 Empirical Methods in Political Science
Credits: 5

The student must also take both of the following courses:

### SDS 290 Research Design and Analysis
Credits: 4

### SDS 291 Multiple Regression
Credits: 4

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.

Students planning to minor in applied statistics should consult with their advisers when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field.

| | |
|---|---|
| BIO232 | Evolution |
| BIO234 | Genetic Analysis |
| BIO334 | Bioinformatics and Comparative Molecular Biology |
| BIO235 | Genes and Genomes Lab |
| BIO266 | Principles of Ecology |
| BIO267 | Principles of Ecology Lab |
| ECO 240 | Econometrics |
| ECO 311 | Seminar:Topics In Economic Development |
| ECO 351 | Seminar: The Economics of Higher Education |
| ECO 362 | Seminar: Population Economics |
| ECO 363 | Seminar: Inequality |
| ECO 396 | Seminar: International Financial Markets |
| EGR 389 | Techniques for Modeling Engineering Processes |
| GOV 312 | Seminar in American Government |
| PSY301 | Research Design and Analysis |
| PSY319 | Research Seminar in Adult Cognition |
| PSY358 | Research Seminar in Clinical Psychology |
| PSY369 | Research Seminar on Categorization and Intergroup Behavior |
| PSY373 | Research Seminar in Personality |
| SDS246 | Probability |
| SOC 202 | Quantitative Research Methods |

# Courses

### SDS 109 Communicating with Data
Same as CSC 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout thesemester,we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data.(E) {M}Credits: 4
*Members of the department*
**Normally offered each academic year**

### FYS 189 Data and Social Justice
Students will examine sociopolitical forces that impact the availability, structure, and governance of data regarding various social justice issues. Students will learn techniques for presenting data in ways that foreground the contexts of data production and remain accountable to diverse communities. Datasets

about health equity, housing justice, environmental justice, and carceral justice will be studied, analyzed, and visualized. Students will identify institutions and stakeholders involved in data production, unpack the vested interests animating data semantics, consider what people and problems get erased in data structuring, and evaluate ethical tradeoffs that data scientists grapple with as they plan for data presentation. Enrollment limited to 16. WI {S}
*Lindsay Poirier*
**Normally offered each academic year**

### SDS 192 Introduction to Data Science

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. No prerequisites, but a willingness to write code is necessary. Enrollment limit of 30.(E) {M}Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### SDS 201 Statistical Methods for Undergraduates

(Formerly MTH/SDS 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 R 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 SDS 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, ECO 220, GOV 203, SDS 220 or SOC 201. {M} Credits: 5
*Members of the department*
**Normally offered each academic year**

### SDS 220 Introduction to Probability and Statistics

(Formerly MTH/SDS 220). 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. SDS 220 satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, GOV 203, ECO 220, SDS 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
*Members of the department*
**Normally offered both fall and spring semesters**

### SDS 235 Visual Analytics

Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take SDS 235 as a programming intensive course (prerequisite: CSC 212). In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau and Plotly. Prerequisite: CSC 111 or permission of instructor.(E) {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SDS 236 Data Journalism

Data journalism is the practice of telling stories with data. This course will focus on journalistic practices, interviewing data as a source, and interpreting results in context. We Will discuss the importance of audience in a journalistic context, and will focus on statistical ideas of variation and bias. The course will include hands-on work with data, using appropriate computational tools such as R, Python, and data APIs. In addition, we will explore the use of visualization and storytelling tools such as Tableau, Plotly, and D3. No prior experience with programming or journalism is required. Prerequisites: An introductory statistics course (including MTH220, SDS220, SOC201, GOV203, ECO220, SOC201, PSY201). Enrollment limited to 20. (E) WI {M} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SDS 237 Data Ethnography

This course introduces the theory and practice of data ethnography, demonstrating how qualitative data collection and analysis can be used to study of data settings and artifacts. Students will learn techniques in field-note writing, participant observation, in-depth interviewing, documentary analysis, and archival research and how they may be used to contextualize the cultural underpinnings of datasets. Students will learn how to visualize datasets in ways that foreground their sociopolitical provenance in R. Students will also learn how ethnographic methods can be leveraged to improve data documentation and communication. The course will introduce debates regarding the politics of technoscientific fieldwork. Prerequisites: SDS 192 is recommended. Enrollment limited to 40. {S} Credits: 4
*Lindsay Poirier*
**Normally offered each academic year**

### SDS 270 Advanced Programming for Data Science

This course is not about data analysis-rather; students will learn R programming language at a deep level. Topics may include data structures, control flow, regular expressions, functions, environments, functional programming, object-oriented programming, debugging, testing, version control, documentation, literate programming, code review, and package development. The major goal for the course is to contribute to a viable, collaborative, open-source, publishable R package. Prerequisites: SDS 192 and CSC 111 or equivalent. Enrollment limited to 40. {M} Credits: 4
*Ben Baumer*
**Normally offered each academic year**

### SDS 290 Research Design and Analysis

(Formerly MTH/SDS 290). A survey of statistical methods needed for scientific research, including planning data collection and data analyses that 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 is used for data analysis. Prerequisites: One of the following: PSY 201, SDS 201, GOV190, ECO220, SDS220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 35. {M} Credits: 4
*Members of the department*
**Normally offered each academic year**

### SDS 291 Multiple Regression

(Formerly MTH/SDS 291). 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: SDS 201, PSY 201, GOV 203, SDS 220, ECO 220, or the equivalent or a score of 4 or 5 on the AP Statistics examination. Enrollment limited to 30.{M} {N} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### SDS 293 Modeling for Machine Learning

In the era of "big data," statistical models are becoming increasingly sophisticated. This course begins with linear regression models and introduces students to a variety of techniques for learning from data, as well as principled methods for assessing and comparing models.Topics include bias-variance trade-off, resampling and cross-validation, linear model selection and regularization, classification and regression trees, bagging, boosting, random forests, support vector machines, generalized additive models, principal component analysis, unsupervised learning and k-means clustering. Emphasis is placed on statistical computing in a high-level language (e.g. R or Python). {M} Credits:4
*Members of the department*
**Normally offered each academic year**

### SDS 320 Mathematical Statistics

Same as MTH 320. 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
*Members of the department*
**Normally offered each academic year**

### SDS 354 Seminar in Music Information Retrieval

Same as CSC 354. This course is envisioned to serve as an introduction to the field of Music Information Retrieval (MIR), covering both theoretical and practical elements of the field. This seminar aims to prepare students for research in MIR either in academia or industry. Topics will range from feature extraction and structure tasks to debates about the latest music-based apps and questions about music licensing. The course will embody the liberal arts experience by including technical programming assignments, position papers, and discussions about current research papers. Prerequisites: CSC 111 and one additional programming course, SDS 291, 293 or permission of the instructor, one writing intensive course. Enrollment limit of 12.(E)
*Members of the department*
**Expected to be offered in the next 3 years**

### SDS 364 Research Seminar in Intergroup Relationships

Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions, and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis, and scientific writing will be developed. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202. {M} {N} {S}Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SDS 390 Topics in Statistical and Data Sciences

Topics in statistics and data science. Statistical methods for analyzing data must be chosen appropriately based on the type and structure of the data being analyzed. The particular methods and types of data studied this in this course vary, but topics may include: categorical data analysis, time series analysis, survival analysis, structural equation modeling, survey methodology, Bayesian methods, resampling methods, spatial statistics, missing data methods, advanced linear models, statistical/machine learning, network science, relational databases, web scraping and text mining. This course may be repeated for credit with different topics. Prerequisites: SDS 290 or SDS 291 (E) Credits: 4
*Members of the department*
**Normally offered each academic year**

### SDS 400 Special Studies

Admission by permission of the program, normally for juniors and seniors. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

### SDS 410 Capstone in Statistical & Data Sciences

This one-semester course leverages students' previous coursework to address a real-world data analysis problem. Students collaborate in teams on projects sponsored by academia, government, and/or industry. Professional skills developed include: ethics, project management, collaborative software development, documentation, and consulting. Regular team meetings, weekly progress reports, interim and final reports, and multiple presentations are required. Open only to majors. Prerequisites: SDS 192, SDS 291 and CSC 111. (E) {M} Credits:4
*Members of the department*
**Normally offered both fall and spring semesters**

### SDS 430D Honors Thesis

Credits: 4
*Members of the department*
**Normally offered each academic year**

# Theatre

**Professors**
Leonard Berkman, D.F.A. [**1]
Catherine H. Smith, M.F.A. [*1], Chair, spring
Andrea D. Hairston, M.A. (Theatre and Africana Studies)
Ellen Wendy Kaplan, M.F.A. [**1]
Kyriaki Gounaridou, Ph.D., Chair, fall
Daniel Elihu Kramer, M.F.A. [†1]

**Senior Lecturers**
Edward M. Check, M.F.A. [†2]
Nan Zhang, M.F.A.

**Professor Emeritus**
John Douglas Hellweg, Ph.D.

**Research Associates**
Edward Maeder
Lynne Zacek Bassett
Michelle Erard

## 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 theatre major:

Eleven semester courses, at least two of which must be at a 300-level, including
1. 198 and 199 Theatre History and Culture
2. Two courses from History/Literature, Criticism
3. 141 Acting I
4. One Design course: 100, 252, 253, 254
5. 344 Directing I or 261 Writing for Theatre
6. Four credits of 200 Theatre Production (these count as a single semester course)
7. Three Elective Courses: At least 8 credits of these must be beyond introductory level in Performance (acting or directing), Playwriting and/or Design.

Consult with your adviser regarding which study away credits, if any, can be applied to the major requirements. No more that 16 credits from study away can ever be applied to the major requirements.

Separate from study away, no more than eight credits from outside the department (whether at another Smith department or at another of the Five Colleges) can be applied to the major requirements.

## The Minor

**Advisers:** Members of the department

**Requirements:** Six courses.
- 198 and 199.
- In addition one semester course approved by an adviser in each of the following 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

### THE 430D Honors Project
Credits: 8

### THE 431 Honors Project
Credits: 8

### THE 432D Honors Project
Credits: 12

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

## Graduate

**Director**: Leonard Berkman

Master of Fine Arts in playwriting: Please refer to the Graduate and Special Programs section of the print catalog.

### THE 512 Advanced Studies in Acting, Speech and Movement
Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### THE 513 Advanced Studies in Design
Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting
Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### THE 580 Special Studies
Credits: 4
*Members of the department*
**Normally offered each academic year**

### THE 590 Research and Thesis Production Project
Credits: 4
*Members of the department*
**Normally offered each academic year**

### THE 590D Research and Thesis Production Project
This is a full-year course. Credits: 4
*Members of the department*
**Normally offered each academic year**

### THE 100 The Art of Theatre Design
The course is designed to explore the nature of design, in theatre and the visual arts. Students study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers, past and

present. Especially designed for those with a limited background in theatre, it involves discussions about assigned plays and projects, as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 16. {A} Credits: 4
*Members of the department*
**Normally offered each academic year**

### 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 are also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration. {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered each fall**

### 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 theaters is also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration. {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered each spring**

# A. History, Literature, Criticism

### THE 208 American Musical Comedy: From Gershwin to Sondheim

The course examines the roots of the American musical as a seminal theatrical form, with its own distinctive venues and styles; we pay particular attention to the socio-cultural factors that made the American musical stage a locus for identity-formation. The history of the American musical is deeply intertwined with the assimilationist project, particularly among Jewish-Americans, who were highly instrumental in its development. The economics of theatrical production in the early 20th century, along with the rise of a burgeoning middle class with time for leisure (a new phenomenon), gave rise to a "popular" form of musical theatre—the musical comedy—that was instrumental in creating what became "show business." {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Normally offered each spring**

### THE 217 Modern European Drama 1870s–1930s

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. A leap from Büchner to Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky onwards to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances. Credits: 4
*Members of the department*
**Normally offered in alternate years**

### THE 218 Modern European Drama 1930s–present

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied may include later Brecht, Camus, Sartre, Anouilh, Gombrowicz, Carr, Kirkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Schimmelpfennig, Page, Mrozek, Loher and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances. {A} {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### THE 241 Staging the Jew

Intensive study of selected plays from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Texts challenge prevailing intragroup definitions; others offer positive and reinforcing viewpoints or utilize strategies such as self-stereotyping to promote group cohesion.We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black-Jewish relationships explored on stage; and selected texts on the Israeli experience The course includes a four-week collaboration with student peers at the University of Kurdistan/Hewler exploring polycultural perspectives on how complex and intersecting national, political, religious, gendered, social and personal identities are constructed and represented. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### THE 313 Masters and Movements in Drama

Topics course.

*Contemporary Dramatization of Teacher-Student Dynamics*
This course will focus on 20th and 21st Century North American, European, and South American plays (in English translation) that portray a span of intriguing, troubled, beneficial, inventive, misinterpreted, power-reversed, sub-textually heated, race-and-gender concerned. and yet additional variant charged dynamics pertaining to what can transpire within the seemingly immediate familiar settings where instruction and guidance, studying and learning, are the explicit but not necessarily exclusive goals between two (sometimes more) individuals, one often older than the other, one often thirsting for knowledge or skills the other presumably can provide. The class will examine circa two plays each week, to be selected from among the following: Wendy Wasserstein, *Third*. Adam Rapp, *The Silence Within*. Margaret Edson, *Wit*. Donald Margulies, *Collected Stories*. Lindsay Farrentino, *Amy and the Orphans*. Robert Anderson, *Tea and Sympathy*. Maria-Irene Fornes, D*r Kheal*. Michael Tremblay, *Remember Me* (aka *Ancient Odors*). Shirley Lauro, *Open Admissions*. Roberto Athayde, *Miss Marguerita's Way*. Lucy Thurber, *Transfer*. Don Peterson *Does a Tiger Wear a Necktie?* Teresa Rebeck, *Seminar*. Jonathan Marc Sherman, *Sophistry*. Lauren Gunderson, *I and You*. Rebecca Gilman, *Spinning into Butter*. Alan Bennett, *History Boys*. Please note a crucial dynamic within this class itself: Still other plays may be suggested by members of the class and incorporated into our syllabus or serve as centerpieces for one of the two papers students will write during the semester. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered in alternate years**

### 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, subjunctive 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 Orlandersmith, 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
*Members of the department*
**Expected to be offered in the next 3 years**

# 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 does 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
*Members of the department*
**Normally offered both fall and spring semesters**

### 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
*Members of the department*
**Normally offered each spring**

### THE 154 "Reading" Dress: Archival Study of Clothing

This course is an introduction to a methodology for the study of dress as material culture, examining physical structures, terminology, technology of clothing production, as well as some of the historical, social and cultural variables shaping- and shaped by- clothing. It is a hand-on class using garments from the Smith Historic Clothing Collection. Students work in small teams to study several similar garments, identifying common features as well as distinctions that may reflect different classes, aesthetic choices and industrial influences. Graded S/U only. Enrollment limit of 24 students. (E) {H} Credits: 2
*Members of the department*
**Normally offered each fall**

### THE 200 Theatre Production

Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

### THE 201 Theatre Production

Same description as THE 200. There is one general meeting in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Graded S/U only. Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

### THE 242 Acting II

Acting II offers intensive focus on different, specific topics pertaining to acting training. This course can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent.

*Verse Acting: Shakespeare and Calderon*
This is a seminar course in performance, focusing on poetic expression and heightened language in the works of Shakespeare, Lope de Vega and Pedro Calderon de la Barca. We will research, analyze, and compare selected works with particular attention to top unifying themes, rhetorical strategies, and historical perspectives, attempting to understand the requisites of performance. The class has a studio component designed to develop skills in textual analysis, physical and vocal expressiveness and theatrical imagination. Students complete two performance projects, a research paper, and present an oral report. Enrollment limited to 12. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Physical Theatre*
This course explores the actors use of physical means to investigate and create theatre, including experiential research and practice in a range of approaches to rehearsal and performance, including Viewpoints and Composition. Additionally, we will explore the demands and expressive potentials of physically distinct styles of performance. Prerequisites: one semester of acting or one semester of dance or permission of instructor. Enrollment limited to 16. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Acting and Directing Actors for the Camera*
What is the particular nature of acting for the camera? This course examines film and television production, and develops an acting approach suited for work in film and television. Students act on camera and examine the results of their work. We work with particular emphasis on the building of a performance through the process of the shoot. A limited number of students can, with instructor approval, take the course with an emphasis on directing for the camera. Prerequisite: THE 141 or FLS 280 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Acting Comedy*
Explores the "world" of the play, physical comedy, characterization, status, choice work, physical comedy and other elements of script analysis in a variety of forms from comedy of manners to farce, Shakespeare, Moliere, Restoration through 19th-century British comedy, and contemporary and cross-cultural comic plays. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### THE 252 Introduction to Set Design

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 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
*Members of the department*
**Normally offered each academic year**

### 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
*Members of the department*
**Normally offered each spring**

### THE 254 Introduction to Costume Design

We explore the theory and practice of costume design, including responding to the script, specifying characters, playing with line, texture and fabric, and color, researching the clothes of past and contemporary cultures and studying some basic clothing construction. Enrollment limited to 15. {A} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### 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 are considered for staging. L and P with writing sample required, best submitted weeks prior to registration. {A} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### THE 262 Writing for the Theatre

Intermediate and advanced script projects. Prerequisite: 261. L and P. {A} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### THE 312 Masters and Movements in Performance

Topics Course

*Devising Performance in Dialogue with the Landscape.*
Environmental, political and spiritual depletion are intertwined threats; together they stand in opposition to artistic flourishing, and to creating a more spacious, more humane world. In this course we explore the dramatic potential of natural landscapes and built environments as they stir us to creative collaborations in performance, and to deeper considerations and responses to a world out of balance. We create original, devised performances, using source texts drawn from theatre, poetry, painting, sculpture and music, as we explore performance in relationship to the landscape. Through a series of short presentations across the Smith campus, the Mill River and the MacLeish Field Station, we seek to discover a deeper relationship with our natural surroundings, playing with place, space and personal story, and delve into the cultural and ecological histories of the places we inhabit and work we create. Guest speakers, independent research, maps and ephemera in Forbes library, and field trips offer foundations for our devised work.
*Ellen Kaplan*
**Normally offered each academic year**

*Verbatim and Documentary Theatre*
This course explores—through reading, viewing and making,—theatre created using documentary sources, including interviews, found texts, historical documents, and other sources. We will explore the dramatic, social, and political implications of this work, while considering notions of authenticity and authority derived from direct testimony, documentary sources, and community involvement. We will also explore the tension between maintaining truth and creating dramatic shape, theatricality, and audience engagement. Readings and viewings will include the work of theatre-makers such as Anna Deveare Smith, Moises Kaufman, and many others. Students in the course will also create original work. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*I Sing Earth*
Using choreopoem acting and ensemble techniques, students in this course (actors, writers, designers, musicians) will develop a site-specific music-theatre piece at the Ada and Archibald MacLeish Field Station. Over the course of the semester, students will work on performance techniques and do research at the Center for Environment, Ecological Design and Sustainability (CEEDS) to develop the text and music framework. We will use performance to explore the local/global/historical impact of human communities on the environments they inhabit, focusing specifically on our local Western Massachusetts environment. The semester will culminate in public performances of *I Sing Earth* at the Field Station. The production will also be designed to "travel" indoors to a theatre space. The indoor production will be tasked with bringing the spirit of the Field Station to the audience with the magic of lights, costumes, and music. Limited enrollment and Permission of the instructor after interviews and auditions. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

*Theatre for Social Change*
This course explores theoretical bases of applied theatre, historical precedents from international perspectives and practical initiatives in community-based theatre work. The primary objective is to introduce theatre students (actors, director, writers) and students with an interest in the arts and education, to processes involved in creating participant-oriented theatre in community settings. Building on theories of applied theatre and examining global exemplars of theatre-in-education and theatre outreach, we examine the goals, objectives, structures and the ethical issues involved in implementing this work in the community. Students participate in community-based learning projects with partnering institutions. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### THE 318 Movements in Design

Movements in Design offers intensive focus on different, specific topics pertaining to design training. This course can be repeated for credit up to three times provided the content is different. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### THE 344 Directing I

This course focuses upon interpretative approaches to dramatic texts 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
*Members of the department*
**Normally offered each spring**

### THE 345 Directing II
Advanced 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. Credits: 4
*Members of the department*
**Normally offered each spring**

### THE 352 Set Design II
This course looks at the advanced challenges when designing sets for ballet, music theatre and opera. What must the set designer consider when live music is added to each of these performing arts? Students have the opportunity to pick which ballet, music theatre and opera they want to design for from a list of productions provided by the instructor. The syllabus can also be customized to address a specific interest of a student with the instructor's permission. The objective of this course is to build a portfolio of set designs showing the specific needs in all of the performing arts. Prerequisite: Permission of the instructor. Enrollment limited to 12. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### THE 353 Lighting Design II
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, etc. Students design lighting for the annual Spring Dance Concert and develop research and creative projects under the instructor's individual guidance. Interdisciplinary projects are strongly encouraged. Enrollment limited to 12. Prerequisite: THE 253 and permission of the instructor. Can be repeated once for credit with permission of the instructor. {A} Credits: 4
*Members of the department*
**Normally offered each spring**

### THE 354 Costume Design II
The overall focus of this class is theatricality: what is it? How can costumes contribute to these effects? We will study films and YouTubes of theatrical styles from different eras and different cultures. Then we will apply these techniques to a final project. Through the semester we will also consider movement in costume, clothing styles of the 19th and 20th centuries, and refining painting and drawing skills. {A} Credits: 4
*Members of the department*
**Normally offered each spring**

### THE 360 Production Design for Film
Filmmaking is storytelling. This story can be told by the actors or by its visuals. Every film employs a production designer who, with the director and cinematographer, is in charge of the visual design of the film. In this class we learn how a production designer breaks down a script to determine which scenes should be shot on location and which should be built as sets. Each student makes design choices for the entire script. Whether picking out locations or creating sets to be shot on a soundstage, this class examines what makes one design choice better than another. Students also learn the basic skills to communicate their designs through storyboards, photo research and drafting. Permission of the instructor. Enrollment limit of 12 students. {A} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### 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
*Members of the department*
**Expected to be offered in the next three years**

### THE 362 Screenwriting
Intermediate and advanced script projects. Prerequisite: 361. Limited enrollment, by permission of the instructer {A} Credits: 4
*Members of the department*
**Expected to be offered in the next three years**

### 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: 1–4
*Members of the department*
**Normally offered both fall and spring semesters**

# Cross-Listed Courses

### FYS 120 Political Stages: The intersections between theatre and the challenges to democracy
We will examine central issues of our present, precarious moment, with units on Democracy, Racism, Social trauma, Populism, Migration, War and Genocide. We will read critical texts and contemporary plays that explore these issues, with students developing short, original theatre pieces that respond to the material. This is a writing intensive course in which students produce analytical essays, op-eds (public-facing writing), and creative work. Enrollment limited to 16. (E) WI {A} {L} Credits: 4
*Ellen Kaplan*
**Normally offered each fall**

### FYS 181 Screening Shakespeare
This course focuses on plays by Shakespeare, and what people have made for the screen from his plays. We will read five of Shakespeare's plays. After reading and discussing each play, we will watch multiple screen works created from that play. We investigate the choices made by directors, adapters, actors, designers, and other artists involved. What matters to them about the source play? What doesn't? Do they approach Shakespeare with reverence? Do they admit to their source? How do politics, ideology, period, national or international film and television traditions, genre, and individual artistry change, uphold, or alchemize the original material? Enrollment limited to 16 first-year students. WI Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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. The students attend live performances and film and video screenings, and write their own reviews and critical responses. This course counts toward the theatre major. Enrollment limited to 16 first-year students. WI {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

# Translation Studies Concentration

**Director**
Reyes Lázaro [*2]

**Advisory Committee**
Giovanna Bellesia
Justin Daniel Cammy
Dawn Fulton [**2]
Christophe Gole
Kiki Gounaridou
Marguerite I Harrison [†2]
Judith Keyler-Mayer [**1]
Kimberly Kono [**2]
Yuri Kumagai [**2]
Reyes Lázaro [*2]
Suk Massey
Malcolm Kenneth McNee
Jessica Moyer
Thalia A. Pandiri [*1]
Thomas Roberts
Carolyn Shread
Sujane Wu [*2]
John Weinert

The translation studies concentration offers students of a second or third language and culture an opportunity to refine their knowledge of them through translation. A student who wants to create a bridge between two majors, one of which is in a second or third language and culture and the other in a different discipline, will also find the concentration to be an important curricular supplement. Student concentrators may not only be drawn to literary translation; they may rather seek to link their knowledge in the social sciences or sciences to their practice of a second or third language. Such students may, for instance, translate governmental or legal documents, interpret for immigrant or refugee communities, or translate scientific papers.

The Translation Studies Concentration encourages study in a broad range of scholarly disciplines, including courses in the various departments of languages and cultures, world literatures, classics, film studies, American studies and English. The Poetry Center, the Five College Center for East Asian Studies, and the Five College journal *Metamorphoses: A Journal of Literary Translation*, among others, 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 studying the ethical complexities that arise in interpretation.

## Courses

### WLT 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 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
*Members of the department*
**Normally offered each spring**

### TSX 330 Capstone Seminar in Translation Studies

Same as WLT 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser 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 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 are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in World Literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. {L} Credits: 4
*Members of the department*
**Normally offered each spring**

## Academic Courses

Course lists are not exhaustive. Students should consult the current catalog to verify if and 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**

| | |
|---|---|
| ANT 352 | Seminar in Anthropology: Politics of Language |
| CLS 260 | Transformations of a Text: Shape-Shifting and Translation |
| WLT 204 | Queering Don Quixote |
| WLT 177 | Journeys in World Literature: Speaking in Tongues |
| WLT 177/SPP 177 | Naughty Fictional Translators: Don Quijote to Borges |
| WLT 271 | Writing in Translation: Bilingualism in the Postcolonial Novel |
| WLT 300 | Literary Theory and Literary Practice: Conflicts and Consensus |
| ENG 135 | Introduction to Writing Creative Nonfiction Chinese-English Literary and Cultural Translation |
| FYS 174 | Merging and Converging Cultures: What is Gained and Lost in Translation |
| IDP/SPN 291 | Digital Storytelling |
| ITL/SPN/POR/FRN 299 | Teaching Romance Languages: Theories and Techniques on Second Language Acquisition |
| ITL 340 | Theory and Practice of Translation |

### *Amherst College*

| | |
|---|---|
| EUST 303 and ENGL320 | Literature as Translation |
| FREN 326 | Writing Under the Influence: Italy and the Literature of Renaissance France |

### *Hampshire College*

| | |
|---|---|
| CS-0211-1 | Language, Space and the Absurd |

### *Mount Holyoke College*

| | |
|---|---|
| ANTHR-230 | Language in Culture and Society |
| FREN-361 TR1 | Atelier de Traduction |
| ROMLG-375* | Romance Languages Translate |
| SPAN-360BL | Studies in Language and Society: An Introduction: Being Bilingual |

* cross listed as SPAN-360, ITAL-361, FREN-321

*University of Massachusetts Amherst*

| | |
|---|---|
| COMP-LIT 130 | Translation Matters |
| COMP-LIT 330 | Translation, Cross-Cultural Communication and the Media |
| COMP-LIT 551 | Translation and Technology |
| COMP-LIT 481/681 | Interpreting and Translation - Research and Practice I |
| COMP-LIT 482/682 | Interpreting and Translation - Research and Practice II |

(Civic Engagement and Service Learning designated course)

| | |
|---|---|
| COMP-LIT 691RS | Race, Gender, and Sexuality in Translation |
| COMP-LIT 691Q | Translation Workshop |
| COMP-LIT 751 | Translation Theory |
| FRENCH 397M | French for the Medical Professions |
| JAPANESE 597C | Problems and Methods of Translation |
| PORT 357 | Translating and Interpreting for Portuguese-Speaking Communities |
| PORTUG 456 | 20th Century Brazilian Literature: Belonging (or not) in Translation |
| PORTUG 397ST* | Multiple Linguistic Worlds: Multilingualism & Translation in Spanish & Portuguese Writings |
| SPANISH 350 | Translation Today: Spanish-English |
| SPAN 497TC | Spanish Translation for Community Health Services |
| SPANISH 597PT | Special Topics: Practicing Literary Translation: Catalan, Portuguese, Spanish |
| SPANISH 597LE | Disgust and Desire: On Emotions in Language and Translation |

Graduate courses in the translation program for qualified students
THEATER 729 Workshop in Translation for the Stage
* crosslisted as SPANISH 397 PM ST

**Electives in the Language/Literature/Culture of the Foreign Language**
Consult with a concentration adviser.

**Electives in Translation Studies, Linguistics, the Foreign Language or with a Focus on the Problems of Language**

| | |
|---|---|
| CLS 150 | Roots Greek and Latin Elements in English |
| EDC 212 | Linguistics for Educators |
| ENG 170 | The History of the English Language |
| ENG 207 | The Technology of Reading and Writing |
| PHI/PSY 213 | Colloquium: Language Acquisition |
| PHI 236 | Linguistic Structures |
| PHI 262 | Meaning and Truth: The Semantics of Natural Language |
| PSY 313 | Seminar in Psycholinguistics: Language and Thought |

*Mount Holyoke*

| | |
|---|---|
| PSYCH-339LG | Seminar in Developmental Psychology: Language and Literacy Development in Early Childhood |
| PSYCH-349LT | Seminar in Perception and Cognition: Language and Thought |

*University of Massachusetts Amherst*

| | |
|---|---|
| LINGUIST 101 | People and their Language |
| LINGUIST 150 | Language Through Time |
| LINGUIST 190A | A Language Acquisition and Human Nature |
| LINGUIST 201 | How Language Works: Introduction to Linguistic Theory |
| LINGUIST 397LH | Special Topics - Language Acquisition |
| LINGUIST 411 | Introduction to Language Acquisition |
| SPANISH 697 A ST | Second Language Acquisition and Linguistic Theory |

Online courses offered at UMass [Smith may not accept credits for these courses, but they may still be of interest and, with the advice of the Director of the Concentration, could count toward one of the practical experiences.]

| | |
|---|---|
| LLC 401 | Introduction to Translation |
| LLC 402 | Fundamentals of Interpreting |
| LLC 501 | Translation and Interpretation: Ethics and Standards |

# Requirements

The concentration is composed of six courses in addition to the gateway course and the capstone experience. A student must take four courses, two of which should be in the language and culture of expertise, another with a focus on translation theory or practice, and one elective. In addition to the course work, students will engage in two practical learning experiences, one of which must be the equivalent of one semester of study abroad. The practical experiences do not carry credit. The combined course work in the concentration will total between 20 and 22 credits.

## Gateway course

### WLT 150: The Art of Translation

(2 credits, S/U, offered every spring semester)

**Four academic courses,** taken within the Five Colleges or while on study abroad, one of which may be a 2-credit translation workshop, chosen in consultation with an adviser, to be distributed as outlined in the translation studies "Courses" section (14 to 16 credits):

- One course with a focus on translation theory, technology or practice (2 or 4 credits)
- Two courses in the language/literature/culture of the foreign language, chosen from available courses in the Five Colleges or when studying abroad (8 credits)
- One elective in translation studies, linguistics, the second or third language or one elective that focuses on problems of language (4 credits).

**Two practical experiences, which may include:**

- A minimum of a semester, or equivalent, studying abroad in the foreign language and culture.
- An internship or independent research project of at least 100 hours (practices can be combined) that focuses on translation/interpretation or cross-cultural issues; that engages the foreign language in a significant way; and which may be undertaken while on study abroad.

Financial support for internships or practical experiences are available through Smith's own study abroad and consortia, Praxis, and International Experience Grants, as well as a number of other grants for specific regions available for students studying or interning abroad or in migrant communities in the United States. The Study Abroad programs, the Office for International Study, and the Lazarus Career Center have built databases of students who have worked, interned or studied abroad with organizations or companies and that offer a ready resource for concentrators. [During the Covid-19 interim, Praxis Practicums can be completed online.]

**Demonstration of achievement in the second or third language**[**s**] from which the student translates. Student must reach a high intermediate level or B2 level according to the Common European Framework of References for Languages. 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 with the guidance of the Director of the Concentration. 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; when available, a recording of a public presentation of their capstone 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 TSX 330/WLT 330, a 4-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. Offered every spring semester.

# Urban Studies

**Advisers**
Reid Bertone-Johnson, M.LA., Lecturer in Landscape Studies
Rick Fantasia, Ph.D., Professor of Sociology
Samuel M. Intrator, Ph.D., Professor of Education and Child Study [*2]
Caroline Melly, Ph. D., Associate Professor of Anthropology
Steven T. Moga, Associate Professor of Landscape Studies

## The Minor

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 the year and semester each course is offered.

### Africana Studies

AFR 245 The Harlem Renaissance

### Anthropology

ANT 257 Urban Anthropology

### Art

ARH 212 Ancient Cities and Sanctuaries

ARH 250 Building Baroque Europe

ARH 258 The Arts in Eighteenth-Century France

ARH 272 Art and Revolution in Europe, 1789–1889

ARH 281 Modern, Postmodern, Contemporary

ARH 285 Great Cities

### Economics

ECO 230 Urban Economics

### Education

EDC 200 Critical Perspectives in Urban Education

EDC 336 Seminar in American Education

### Environmental Science and Policy

ENV 327 Environmental Justice in an Urbanizing World

### Government

GOV 204 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

### Landscape Studies

LSS 230 Urban Landscapes

LSS 315 Urban Ecological Design

### 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

### Spanish and Portuguese

POR 205 Cities

# Study of Women and Gender

**Members of the Program Committee for the Study of Women and Gender 2021–22**

Kelly P. Anderson, Ph.D., Lecturer in Study of Women and Gender
Elisabeth Brownell Armstrong, Ph.D., Professor of the Study of Women and Gender, Director
Carrie N. Baker, J.D., Ph.D., Professor of the Study of Women and Gender **2
Payal Banerjee, Ph.D., Associate Professor of Sociology
Ginetta E. B. Candelario, Ph.D., Professor of Sociology †1
Jennifer M. DeClue, Ph.D., Assistant Professor of the Study of Women and Gender
Randi Garcia, Ph.D., M.S., Assistant Professor of Psychology and of Statistical and Data Sciences **2
Jennifer Mary Guglielmo, Ph.D., Associate Professor of History
Ambreen Hai, Ph.D., Professor of English Language and Literature
Laura Aline Katz, Ph.D., Elsie Damon Simonds Professor of Biological Sciences †2
Alexandra Linden Miller Keller, Ph.D., Professor of Film Studies
Jina Kim, Assistant Professor of the Study of Women and Gender and English †1
Kimberly Kono, Ph.D., Associate Professor of East Asian Languages and Literature **2
Daphne M. Lamothe, Ph.D., Chair, Associate Professor of Africana Studies
Mehammed A. Mack, Ph.D., Associate Professor of French Studies *1
Cornelia D.J. Pearsall, Ph.D., Professor of English Language and Literature †2
Elizabeth S. Pryor, Ph.D., Associate Professor of History †1
Loretta June Ross, LL.D., Associate Professor of the Study of Women and Gender

**Director:** The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

## 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 injustice in both national and transnational contexts. We understand women, gender, feminism and queer 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, in turn, feminist theory informs our analysis of political choices and our understanding of the forms of activism around the globe.

## Requirements

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.

These courses must include:

1. 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 course with a Queer Studies focus
3. One course with a Race and Ethnicity Studies focus
4. One course with a Transnational, Postcolonial or Diasporic Studies focus
5. Four courses with the SWG prefix, including 150 and one 300-level seminar
6. Two 300-level courses (total)

A single course can be used to fill more than one of these requirements. 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 their major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to spring break.

## The Minor

**Requirements**

The minor requires the completion of six semester courses, totaling 24 credit hours from SWG-prefix courses or cross-listed courses. These 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 course with a Queer Studies focus
3. One course with a Race and Ethnicity Studies focus
4. One course with a Transnational, Postcolonial, or Diasporic Studies focus

A single course can be used to fill more than one of these requirements. 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: 1–4

*Members of the department*

**Normally offered each academic year**

### 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
*Members of the department*
**Normally offered each academic year**

**Courses with SWG prefix or taught by SWG faculty in 2021–22**

### SWG 150 Introduction to the Study of Women and Gender

This course is an introduction to the interdisciplinary field of women, gender and sexuality studies. We will explore some of the key concepts and frameworks in the field and will develop critical tools for thinking about gender, sex, race, class, sexuality, citizenship and (dis)ability in a national and global context. Students will be exposed to the historical roots of feminist theory and action while engaging with contemporary movements for social justice. Primarily for first- and second-year students. Enrollment limited to 25. {H} {S} Credits: 4
*Members of the department*
**Normally offered both fall and spring semesters**

### SWG 200 The Queer '90s

In this course we will immerse ourselves in the 1990s, looking specifically at the emergences and points of contention that made the '90s a queer, radical, deeply contested decade. The Queer 90s examines the moment in lesbian and gay studies when the recuperation of the term "queer" emerged. By engaging with the readings and films assigned in this course, students will gain an understanding of the AIDS crisis and the rage that mobilized ACT UP. Students will learn what the Culture Wars, Welfare Reform, and the conservative attacks against the National Endowment for the Arts have to do with one another. In order to grasp the charged feeling, the urgency, the upheaval of this era we will read foundational queer theoretical texts and analyze a selection of films from the movement known as New Queer Cinema. Prerequisite: SWG 150. {A} {H} {L} Credits: 4
*Jennifer DeClue*
**Normally offered each fall**

### SWG 222 Gender, Law and Policy

This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women, and immigration. We study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual orientation and gender identity discrimination, pregnancy/caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence, and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions. {H} {S} Credits: 4
*Carrie N. Baker*
**Normally offered each fall**

### SWG 227 Feminist and Queer Disability Studies

In the essay "A Burst of Light: Living with Cancer," writer-activist Audre Lorde forges pioneering connections between the work of social justice and the environmental, gendered, and healthcare inequities that circumscribe black and brown lives. Following Lorde's intervention, this course examines contemporary feminist/queer expressive culture, writing, and theory that centrally engages the category of dis/ability. It will familiarize students with feminist and queer scholarship that resists the medical pathologization of embodied difference; foreground dis/ability's intersections with questions of race, class, and nation; and ask what political and social liberation might look like when able-bodiedness is no longer privileged. Prerequisite: SWG 150. Enrollment limited to 20. (E) {A} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SWG 228 Theorizing Queer Feminism

This course is an introduction to queer feminist theory. We will consider varied articulations of both feminism and queerness and ways the relationship between them has been narrated and debated. Questions explored include: what might it mean to "queer" feminism? What might it mean to understand queerness through a feminist lens? How might we understand the place of the figure of the lesbian in imagining queer feminism? What sorts of ethical questions might queer feminist perspectives center? Concepts explored include: the centrality of race to concepts of gender and sexuality, relationships among feminist, queer, and trans studies, and sexual ethics. Prerequisite: SWG 150. Enrollment limited to 18. Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SWG 237 Feminism, Race and Transnationalism

This practicum course is an academic complement to the work students interning with the journal as Praxis interns, Quigley Fellows, STRIDE Fellows, MMUF, Meridians interns, etc. will be doing. Run by the journal Editor, the class will discuss the scholarly, creative, artistic, archival and artistic work published in Meridians and how it is informed by - and contributes to - intersectionality as a paradigm and practice. Students will also become familiarized with feminist journal production processes and ethics, promotion and marketing strategies, co-curricular events planning and archival research. Classes in SWG, SOC, ANT, AFR, LALS, IR, EAS/LL, MES, and/or global languages helpful. Enrollment limited to 5. Credits: 2
*Members of the department*
**Expected to be offered in the next 3 years**

### SWG 238 Women, Money and Transnational Social Movements

Flickers of global finance capital across computer screens cannot compare to the travel preparations of women migrating from rural homes to work at computer chip factories. Yet both movements, of capital and people, constitute vital facets of globalization in our current era. This course centers on the political linkages and economic theories that address the politics of women, gender relations and capitalism. We will research social movements that challenge the raced, classed and gendered inequities, and the costs of maintaining order. We will assess the alternatives proposed by social movements like the landless workers movement (MST) in Brazil, and economic shifts like the workers cooperative movement. Assignments include community-based research on local and global political movements, short papers, class-led discussions and written reflections. {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### SWG 241 White Supremacy in the Age of Trump

This course will analyze the history, prevalence, and current manifestations of the white supremacist movement by examining ideological components, tactics and strategies, and its relationship to mainstream politics. We will also research and discuss the relationship between white supremacy and white privilege and explore how to build a human rights movement to counter the white supremacist movement in the U.S. Students will develop analytical writing and research skills while engaging in multiple cultural perspectives. The overall goal is to develop the capacity to understand the range of possible

responses to white supremacy, both its legal and extralegal forms. Enrollment limited to 50. {H} {S} Credits: 4
*Loretta Ross*
**Normally offered both fall and spring semesters**

### SWG 245 Colloquium: Collective Organizing

Offered as SWG 245 and CCX 245. This course is designed to introduce students to key concepts, debates and provocations that animate the world of community, labor, and electoral organizing for social change. To better understand these movements' visions, we will develop an analysis of global and national inequalities, exploitation and oppression. The course explores a range of organizing skills to build an awareness of power dynamics and learn activists' tools to bring people together towards common goals. A central aspect of this course is practicing community-based learning and research methods in dialogue with community-based activist partners. Enrollment limited to 18. {H} {S} Credits: 4
*Elisabeth Brownell Armstrong*
**Expected to be offered in the next 3 years**

### SWG 270 Colloquium: Oral History and Lesbian Subjects

Grounding our work in the current scholarship in lesbian history, this course explores lesbian, queer and bisexual communities, cultures and activism. While becoming familiar with the existing narratives about lesbian/queer lives, students are introduced to the method of oral history as a key documentation strategy in the production of lesbian history. What are the gaps in the literature and how can oral history assist in filling in the spaces? What does a historical narrative that privileges categories of gender and sexuality look like? And how do we need to adapt our research methods, including oral history, in order to talk about lesbian/queer lives? Our texts include secondary literature on 20th-century lesbian cultures and communities, 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 oral histories from this course are archived with the Documenting Lesbian Lives collection in the SSC. Prerequisite: SWG 150 or permission of the instructor. Enrollment limited to 18. {H} {L} Credits: 4
*Kelly P. Anderson*
**Normally offered each spring**

### SWG 271 Colloquium: Reproductive Justice

This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy, and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people's experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents' citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence. Prerequisite SWG 150 or permission of the instructor. Enrollment limited to 20. {S} Credits: 4
*Carrie Baker*
**Normally offered each spring**

### SWG 288 Immigration and Sexuality in France and Europe

Course taught in English. This course analyzes the politics of sexuality in immigration debates in France and Europe, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, films, fashion, performance art, music videos, and dance forms. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black, brown, and Muslim bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. May be taken concurrently with FRN 288, which is taught in French, for FRN credit. Enrollment limited to 35. {H} {L} {S} Credits: 4
*Members of the department*
**Normally offered each fall**

### SWG 290 Gender, Sexuality and Popular Culture

In this course we will consider the manner in which norms of gender and sexuality are reflected, reinforced, and challenged in popular culture. We use theories of knowledge production, representation, and meaning-making to support our analysis of the relationship between discourse and power; our engagement with these theoretical texts helps us track this dynamic as it emerges in popular culture. Key queer theoretical concepts provide a framework for examining how the production gender and sexuality impacts cultural production. Through our critical engagement with a selection of films, music, television, visual art, and digital media we will discuss mainstream conventions and the feminist, queer, and queer of color interventions that enliven the landscape of popular culture with which we contend in everyday life. Enrollment limited to 25. Prerequisite: SWG 150 or permission of the instructor. Credits: 4
*Members of the department*
**Normally offered each spring**

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

Topics course.
{S} Credits: 4
*Members of the department*
**Normally offered each spring**

### SWG 303 Queer of Color Critique

Students in this course gain a thorough and sustained understanding of queer of color critique by tracking this theoretical framework from its emergence in women of color feminism through the contemporary moment using historical and canonical texts along with the most cutting-edge scholarship being produced in the field. In our exploration of this critical framework, we engage with independent films, novels and short stories, popular music, as well as television and digital media platforms such as Netflix and Amazon. We discuss what is ruptured and what is generated at intersection of race, gender, class and sexuality. Prerequisites: SWG 150. Enrollment limited to 12. {A}{S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### SWG 305 Queer Histories & Cultures

This course is an advanced seminar in the growing field of queer American history. Over the course of the semester, we will explore the histories of same-sex desire, practice, and identity, as well as gender transgressions, from the late 19th century to the present. Using a wide range of sources, including archival documents, films, work by historians, and oral histories, we will investigate how and why people with same-sex desire and non-normative gender expressions formed communities, struggled against bigotry, and organized movements for social and political change. This course will pay close attention to the intersections of race, gender, class, and sexuality and the ways that difference has shaped queer history. Not open to first-years and sophomores. Prerequisite: SWG 150. Enrollment limited to 12. {H} Credits: 4
*Kelly P. Anderson*
**Expected to be offered in the next 3 years**

### SWG 321 Marxist Feminism
Marxist feminism as a theory and a politics imagines alternate, liberatory futures and critiques present social orders. Beginning with a simple insight: capitalism relies on the class politics of unpaid, reproductive "women's work," Marxist feminists in the 19th century sought to imagine new social connections, sexualities, and desire to overthrow patriarchy, slavery, feudalism and colonialism. Today, queer of color & decolonial feminist theory, alongside abolition, environmental, and reproduction justice movements rejuvenate this tradition of Marxist feminism. This seminar will focus on theoretical writings from around the world to better understand radical social movements from the past and the present. Prerequisite: SWG 150 and permission of the instructor. {H} {L} Credits: 4
*Elisabeth Brownell Armstrong*
**Normally offered each academic year**

### SWG 360 Memoir Writing
How does one write a life, especially if it's one's own? This writing workshop addresses the profound complexities, challenges, and pleasures of the genre of the memoir, through intensive reading, discussion, and both analytical and creative writing. Our readings will be drawn from a range of mostly contemporary memoirists with intersectional identity locations—and dislocations—drawing from a range of voices, experiences, and representations, pursuing what the class comes to identify as our own most urgent aesthetic and ethical questions. Our attention will be to craft, both in the memoirs we read and those we write. Enrollment limited to 12. {H} {L} Credits: 4
*Cornelia D.J. Pearsall*
**Expected to be offered in the next 3 years**

### SWG 377 Feminist Public Writing: Calderwood Seminar
This interdisciplinary course will teach students how to translate feminist scholarship for a popular audience. Students will practice how to use knowledge and concepts they have learned in their women and gender studies classes to write publicly in a range of formats, including book and film reviews, interviews, opinion editorials, and feature articles. We will explore the history and practice of feminist public writing, with particular attention to how gender intersects with race, class, sexuality, disability, and citizenship in women's experiences of public writing. We will also some of the political and ethical questions relating to women's public writing. Prerequisite: SWG 150 and one other SWG course. Cannot be taken S/U. Jr/SR only. Enrollment limited to 12. {A} {S} (WI) Credits: 4
*Carrie N. Baker*
**Expected to be offered in the next 3 years**

**The following 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 or the Smith College catalogue for descriptions.**

### AFR 111 Introduction to Black Culture
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 155 Introduction to Black Women's Studies
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 202 Topics in Africana Studies
*The Black Archive*
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 212 Family Matters: Representations, Policy and the Black Family
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 243 Black Activist Autobiography
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 249 Black Women Writers
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 289 (C) Race, Feminism and Resistance in Movements for Social Change
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 360 Seminar: Toni Morrison
*Members of the department*
**Expected to be offered in the next 3 years**

### AFR 366 Seminar: Contemporary Topics in Africana Studies
*Seminar: The Politics of Grief*
*Members of the department*
**Expected to be offered in the next 3 years**

### AMS 201 Introduction to the Study of American Society and Culture
*Members of the department*
**Normally offered each spring**

### AMS 240 Introduction to Disability Studies
*Members of the department*
**Expected to be offered in the next 3 years**

### AMS 245 Feminist & Indigenous Science
*Members of the department*
**Expected to be offered in the next 3 years**

### AMS 310 Performing Deviant Bodies
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 238 Anthropology of the Body
*Members of the department*
**Normally offered in alternate years**

### ANT 250 The Anthropology of Reproduction
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 253 Introduction to East Asian Societies and Cultures
*Members of the department*
**Expected to be offered in the next 3 years**

### ANT 257 Urban Anthropology
*Members of the department*
**Normally offered in alternate years**

### ARH 278 Race and Gender in the History of Photography
*Members of the department*
**Expected to be offered in the next 3 years**

### ARH 374 Studies in 20th- and 21st-Century Art
*New Topic - 2*
*Members of the department*
**Expected to be offered in the next 3 years**

### BIO 351 Topics in Evolutionary Biology

*Evolution of Mammalian Reproduction: A Female Perspective*
*Members of the department*
Expected to be offered in the next 3 years

### CLS 233 Gender and Sexuality in Greco-Roman Culture

*Members of the department*
Normally offered in alternate years

### EAL 232 Modern Chinese Literature

*Members of the department*
Expected to be offered in the next 3 years

### EAL 239 Intimacy in Contemporary Chinese Women's Fiction

*Members of the department*
Expected to be offered in the next 3 years

### EAL 242 Modern Japanese Literature

*Members of the department*
Normally offered each fall

### EAL 245 Writing, Japan and Otherness

*Members of the department*
Expected to be offered in the next 3 years

### EAL 252 Women in Korean Cinema

*Members of the department*
Expected to be offered in the next 3 years

### EAL 261 Gender and Sexuality in Late Imperial Chinese Literature

*Members of the department*
Expected to be offered in the next 3 years

### EAL 262 Representation of Women in Chinese Culture

*Members of the department*
Expected to be offered in the next 3 years

### EAL 273 Women and Narration in Modern Korea

*Members of the department*
Normally offered each spring

### ENG 119 Writing Roundtable

*What's for Dinner? Writing About Food*
*Members of the department*
Expected to be offered in the next 3 years

*This Overheating World*
*Members of the department*
Expected to be offered in the next 3 years

*Language & Power*
*Members of the department*
Normally offered each spring

*New Topic*
*Members of the department*

### ENG 118 Colloquia in Writing

*Language and Gender*
*Members of the department*
Expected to be offered in the next 3 years

*Technology and Gender*
*Members of the department*
Expected to be offered in the next 3 years

### ENG 218 Monstrous Mothers

*Members of the department*
Expected to be offered in the next 3 years

### ENG 223 Contemporary American Gothic Literature

*Members of the department*
Expected to be offered in the next 3 years

### ENG 224 Frankenstein: The Making of a Monster

*Members of the department*
Expected to be offered in the next 3 years

### ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation

*Members of the department*
Expected to be offered in the next 3 years

### ENG 241 The Empire Writes Back: Postcolonial Literature

*Members of the department*
Expected to be offered in the next 3 years

### ENG 243 The Victorian Novel

*Members of the department*
Expected to be offered in the next 3 years

### ENG 270 Race and the Graphic Novel

*Members of the department*
Expected to be offered in the next 3 years

### ENG 275 Witches, Witchcraft and Witch Hunts

*Members of the department*
Expected to be offered in the next 3 years

### ENG 278 Asian American Women Writers

*Members of the department*
Expected to be offered in the next 3 years

### ENG 279 American Women Poets

*Members of the department*
Expected to be offered in the next 3 years

### ENG 288 Native American Women and Non-Binary Writers

*Members of the department*
Expected to be offered in the next 3 years

### ENG 290 Crafting Creative Nonfiction

*Writing Women*
*Members of the department*
Normally offered each academic year

### ENG 291 Lakes Writing Workshop

*Tell me a Story: The Power and Purpose of Narrative Writing*
*Members of the department*
Normally offered each spring

### ENG 323 Seminar: Toni Morrison

*Members of the department*
Expected to be offered in the next 3 years

### ENG 353 Seminar: Advanced Studies in Shakespeare

*Shakespeare's Women, Women's Shakespeares*
*Members of the department*
Expected to be offered in the next 3 years

### ENG 363 Race and Environment
*Members of the department*
Expected to be offered in the next 3 years

### ENG 384 Writing About American Society

*Journalism as Feminist Practice*
*Members of the department*
Normally offered each academic year

### ENG 391 Modern South Asian Writers in English
*Members of the department*
Expected to be offered in the next 3 years

### ESS 200 Sport: In Search of the American Dream
*Members of the department*
Normally offered in alternate years

### ESS 230 Body Images and Sport Media
*Members of the department*
Normally offered in alternate years

### ESS 340 Women's Health: Current Topics
*Members of the department*
Normally offered each academic year

### FLS 250 Queer Cinema/Queer Media
*Members of the department*
Expected to be offered in the next 3 years

### FMS 245 Melodrama and Power: Genre, Gender and Race
*Members of the department*
Expected to be offered in the next 3 years

### FMS 248 Women and American Cinema: Representation, Spectatorship, Authorship
*Members of the department*
Expected to be offered in the next 3 years

### FMS 261 Video Games and the Politics of Play
*Members of the department*
Normally offered in alternate years

### FRN 230 Colloquium in French Studies

*French Calligraphies: Contemporary Chinese Women's Writing*
*Members of the department*
Normally offered in alternate years

*"Banlieue Lit"*
*Members of the department*
Normally offered each academic year

### FRN 288 Immigration and Sexuality in France and Europe
*Members of the department*
Expected to be offered in the next 3 years

### FRN 320 Women Defamed, Women Defended
*Members of the department*
Expected to be offered in the next 3 years

### FRN 340 Topics in 17th- and 18th-Century Literature

*"Family Values" in the Enlightenment*
*Members of the department*
Expected to be offered in the next 3 years

### FRN 380 Topics in French Cultural Studies

*Immigration and Sexuality*
*Members of the department*
Expected to be offered in the next 3 years

*French Travel Writing and Self-Discovery*
*Members of the department*
Expected to be offered in the next 3 years

### FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature
*Members of the department*
Expected to be offered in the next 3 years

### FYS 132 Girls Leaving Home
*Members of the department*
Expected to be offered in the next 3 years

### FYS 153 The Bollywood Matinee: Gender, Nation and Globalization Through the Lens of Popular Indian Cinema
*Members of the department*
Expected to be offered in the next 3 years

### FYS 166 Mammalian Reproduction: A Female Perspective
*Members of the department*
Expected to be offered in the next 3 years

### FYS 175 Love Stories
*Members of the department*
Expected to be offered in the next 3 years

### FYS 179 Rebellious Women
*Members of the department*
Expected to be offered in the next 3 years

### FYS 183 Geisha, Wise Mothers, and Working Women
*Members of the department*

### FYS 184 Educating Women: A History and Sociology, at Home and Abroad
*Members of the department*
Expected to be offered in the next 3 years

### FYS 193 Red Devil and Pink Ribbons: Representations and Refutations of Cancer
*Members of the department*
Expected to be offered in the next 3 years

### FYS 199 Re-Membering Marie Antoinette
*Members of the department*
Expected to be offered in the next 3 years

### GOV 231 Colloquium: Women's Social Movements in the Middle East
*Members of the department*
Expected to be offered in the next 3 years

### GOV 233 Problems in Political Development
*Members of the department*
Expected to be offered in the next 3 years

### GOV 237 Colloquium: Politics of the U.S./Mexico Border
*Members of the department*
Normally offered each spring

### GOV 239 Social Justice Movements in Latin America
*Members of the department*
Expected to be offered in the next 3 years

### GOV 249 International Human Rights
*Members of the department*
Normally offered in alternate years

### GOV 266 Contemporary Political Theory
*Members of the department*
Normally offered in alternate years

### GOV 267 Problems in Democratic Thought
*Members* of the department
Expected to be offered in the next 3 years

### GOV 269 Politics of Gender and Society
*Members of the department*
Normally offered in alternate years

### GOV 305 Seminar in American Government

*Strange Bedfellows: State Power and Regulation of the Family*
*Members of the department*
Normally offered in alternate years

### GOV 363 Dissent: Disobedience, Resistance, Refusal and Exit
*Members of the department*
Expected to be offered in the next 3 years

### GOV 367 Seminar in Political Theory

*Politics, Wealth and Inequality*
*Members of the department*
Normally offered in alternate years

### HST 209 (C) Aspects of Middle Eastern History

*Women, Gender and Power in the Middle East*
*Members of the department*
Normally offered each academic year

### HST 223 (C) Women and Gender in Japanese History

*Women in Japanese History From Ancient Times to the 19th Century*
*Members of the department*
Expected to be offered in the next 3 years

### HST 238 (C) Gender and the British Empire
*Members of the department*
Expected to be offered in the next 3 years

### HST 252 (L) Women and Gender in Modern Europe, 1789–1918
*Members of the department*
Normally offered each academic year

### HST 256 (L) Making of Colonial West Africa: Race, Power and Society
*Members of the department*
Expected to be offered in the next 3 years

### HST 258 (L) Modern Africa
*Members of the department*
Expected to be offered in the next 3 years

### HST 263 (C) Aspects of Latin American History

*Women and Gender in Latin America*
*Members of the department*
Normally offered each academic year

### HST 264 Women and Revolutions
*Members of the department*
Normally offered each spring

### HST 265 (L) Race, Gender and United States Citizenship, 1776–1861
*Members of the department*
Normally offered each academic year

### HST 270 (C) Aspects of American History

*Oral History and Lesbian Subjects*
*Members of the department*
Normally offered in alternate years

*Anatomy of a Slave Revolt*
*Members of the department*
Normally offered in alternate years

### HST 278 (L) Decolonizing U.S. Women's History 1848–Present
*Members of the department*
Normally offered in alternate years

### HST 280 (C) Inquiries into United States Social History

*Im/migration and Transnational Cultures in US History*
*Members of the department*
Normally offered each academic year

### HST 286 (C) Recent Historiographic Debates in the History of Gender and Sexuality
*Members of the department*
Normally offered in alternate years

### HST 313 Seminar: Problems in East Asian History

*Writing Gender Histories of East Asia*
*Members of the department*
Normally offered in alternate years

### HST 355 Seminar: Topics in Social History

*Women and World War I: The Smith College Relief Unit*
*Members of the department*
Expected to be offered in the next 3 years

*Gender and the Aftermath of War in the Twentieth Century*
*Members of the department*
Normally offered each academic year

*Interrogating Gandhi Beyond the Myth of the Mahatma*
*Members of the department*

*Recent Historiographic Debates in Gender and Sexuality*
*Members of the department*
Normally offered each academic year

*Debates in the History of Gender and Sexuality*
*Members of the department*

*History of Gender and Humanitarianism*
*Members of the department*
Normally offered each academic year

### HST 371 Seminar: Problems in 19th-Century United States History

*African American Radicalism*
*Members of the department*
Expected to be offered in the next 3 years

*Remembering Slavery: A Gendered Reading of the WPA Slave Interviews*
*Members of the department*
Normally offered each academic year

### HST 383 Seminar: Research in United States Women's History: Domestic Worker Organizing

*Members of the department*
Normally offered each academic year

### IDP 208 Women's Medical Issues

*Members of the department*
Normally offered each spring

### IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile

*Members of the department*
Normally offered each fall

### ITL 344 Senior Seminar: Italian Women Writers

*Women in Italian Society: Yesterday, Today and Tomorrow*
*Members of the department*
Expected to be offered in the next 3 years

### JUD 215 What Matters

*George Eliot's Daniel Deronda*
*Members of the department*
Expected to be offered in the next 3 years

*Antisemitism*
*Members of the department*
Expected to be offered in the next 3 years

### LAS 201 Colloquium in Latin American and Latino/a Studies

*Caribbean Feminisms*
*Members of the department*

*Voicing Gender in Latinx Popular Music*

### LAS 260 (L) Colonial Latin America, 1492–1821

*Members of the department*
Expected to be offered in the next 3 years

### LAS 264 Women and Revolutions

*Members of the department*
Normally offered each spring

### LAS 301 Seminar: Topics in Latin American and Latino/a Studies

*Women & Gender in Latin American History*
*Members of the department*
Expected to be offered in the next 3 years

*Latina/o Racial Identities in the United States*
*Members of the department*
Expected to be offered in the next 3 years

*Sexual and Reproductive Rights in Latin America*
*Members of the department*
Expected to be offered in the next 3 years

### MES 213 Sex and Power In The Middle East

*Members of the department*

### PHI 210 Colloquium: Issues in Recent and Contemporary Philosophy

*Angela Davis*
*Members of the department*
Expected to be offered in the next 3 years

*African-American Philosophy*
*Members of the department*
Expected to be offered in the next 3 years

*Animal Rights*
*Members of the department*
Expected to be offered in the next 3 years

### POR 381 Seminar in Portuguese and Brazilian Studies

*Multiple Lenses of Marginality: New Brazilian Filmmaking by Women*
*Members of the department*
Expected to be offered in the next 3 years

### PSY 140 Health Psychology

*Members of the department*
Normally offered each academic year

### PSY 166 Introduction to the Psychology of Gender

*Members of the department*
Expected to be offered in the next 3 years

### PSY 265 Colloquium: Political Psychology

*Members of the department*
Normally offered each academic year

### PSY 345 Feminist Methods in Psychological Science

*Members of the department*
Normally offered in alternate years

### PSY 374 Psychology of Political Activism

*Members of the department*
Normally offered in alternate years

### PSY 375 Research Seminar on Political Psychology

*Members of the department*
Expected to be offered in the next 3 years

### REL 214 Women in the Hebrew Bible

*Members of the department*
Expected to be offered in the next 3 years

### REL 227 Women and Gender in Jewish History

*Members of the department*
Expected to be offered in the next 3 years

### REL 238 Mary: Images and Cults

*Members of the department*
Normally offered in alternate years

### REL 277 South Asian Masculinities

*Members of the department*

### SDS 364 Research Seminar in Intergroup Relationships

*Members of the department*
Normally offered in alternate years

SOC 213 Race and National Identity in the United States
*Members of the department*
Normally offered each academic year

SOC 216 Social Movements
*Members of the department*
Normally offered each academic year

SOC 224 Family and Society
*Members of the department*
Expected to be offered in the next 3 years

SOC 229 Sex and Gender in American Society
*Members of the department*
Normally offered each academic year

SOC 236 Beyond Borders: The New Global Political Economy
*Members of the department*
Normally offered each academic year

SOC 237 Gender and Globalization
*Members of the department*
Normally offered each academic year

SOC 239 How Power Works
*Members of the department*
Normally offered in alternate years

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures
*Members of the department*
Normally offered each academic year

SOC 255 The Bollywood Matinee:: Gender, Nation, & Globalization through the Lens of Popular Indian Cinema
*Members of the department*
Normally offered in alternate years

SOC 327 Seminar: Global Migration in the 21st Century
*Members of the department*
Normally offered in alternate years

SOC 333 Seminar: Social Justice, the Environment and the Corporation
*Members of the department*
Normally offered in alternate years

SPN 230 Latin American and Peninsular Culture and Society

*Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv*
*Members of the department*
Expected to be offered in the next 3 years

SPN 250 Iberian Cultural History

*Sex and the Medieval City*
*Members of the department*
Expected to be offered in the next 3 years

SPN 255 Muslim Women in Film
*Members of the department*
Normally offered in alternate years

THE 221 Rehearsing the Impossible: Black Women Playwrights Interrupting the Master Narrative
*Members of the department*
Expected to be offered in the next 3 years

THE 319 Shamans, Shapeshifters and the Magic If
*Members of the department*
Expected to be offered in the next 3 years

WLT 205 Contemporary African Literature and Film
*Members of the department*
Expected to be offered in the next 3 years

WLT 232 Modern Chinese Literature
*Members of the department*
Normally offered in alternate years

WLT 266 Studies in South African Literature and Film

*Modern South African Literature and Cinema*
*Members of the department*
Expected to be offered in the next 3 years

*South African Literature and Film Since 1948*
*Members of the department*

WLT 270 Health and Illness:  Literary Explorations
*Members of the department*
Expected to be offered in the next 3 years

WLT 276 #MeToo: Sex, Gender and Power Across Cultures
*Members of the department*
Normally offered in alternate years

# World Literatures

### Professors

Anna Botta, Ph.D. (Italian Studies and World Literatures)
Justin Daniel Cammy, Ph.D. (Jewish Studies and World Literatures)
Craig R. Davis, Ph.D. (English Language and Literature and World Literatures) **2
Dawn Fulton, Ph.D. (French Studies) *2
Sabina Knight, Ph.D. (Chinese and World Literatures)
Katwiwa Mule, Ph.D., Director (World Literatures)
Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and World Literatures) *1

### Associate Professors

Lily Gurton-Wachter, Ph.D. (English Language and Literature and World Literatures) **1
Reyes Lazaro, Ph.D. (Spanish and Portuguese) *2
Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese)
Joel P. Westerdale, Ph.D. (German Studies) *1

### Assistant Professors

Thomas Roberts, Ph.D. (Russian, East European and Eurasian Studies) *1

### Lecturers

George Katsaros, Ph.D.
Carolyn Shread, Ph.D. (French Studies and World Literatures)

The Program in World Literatures is an interdisciplinary field which allows students to engage with literatures and cultures across national and linguistic borders as well as other disciplines. Students who graduate with a major in World Literatures should be conversant with a variety of literary and cultural traditions. They should also have taken courses in literatures from geographically or ethnically distinct cultures from across the world and from beyond the European/American mainstream.

## The Major

**Advisers:** Anna Botta, Justin Cammy, Craig Davis, Dawn Fulton, Lily Gurton-Wachter, Sabina Knight, Reyes Lázaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Joel Westerdale

**Requirements:** 10.5 semester courses.

### Track One: Major in Comparative World Literatures

This track enables students to learn languages and engage with at least two literary and cultural traditions studied in their original languages.

The World Literatures Program values the historic nature of study abroad. We strongly encourage students pursuing this track to take advantage of the various opportunities that study abroad provides for them to study languages and cultures.

**Basis:**
*2.5 courses, selected from among the following options:*
WLT 150: The Art of Translation, Poetics, Politics, Practice (required)
WLT 100: Introduction to World Literature
WLT 177: Journeys in World Literature
WLT 200: Readings in World Literature

**Electives:**
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 an additional literature, which may be in translation, or a common literary theme or genre chosen with the adviser's approval.

**Capstone:**
*Two 300-level Courses*
WLT 300: Foundations of Contemporary Literary Theory (required)
WLT 340: Issues in Cultural and Literary Studies
WLT/TSX 330: Capstone Seminar in Translation Studies

Students who graduate with a major in Comparative World Literatures should have studied both modern and/or pre-modern literatures written in more than one genre. They should also have taken courses in literatures from geographically or ethnically distinct cultures from across the globe and from beyond the European/American mainstream.

### Track Two: World Literatures in Translation

This track is for students who love to read and think about literature. We encourage students pursuing this track to take a broad range of courses in different literatures from across the globe, whether in the original language or in English translation.

**Basis:**
*2.5 courses selected from the following options:*
WLT 150: The Art of Translation: Poetics, Politics, Practice (required)
WLT 100: Introduction to World Literature
WLT 177: Journeys in World Literature
WLT 200: Readings in World Literature

**Electives:**
Six literature courses, at least two of which must be WLT courses. The remaining four courses may be selected from other offerings with a primary listing in or cross-listed with WLT. Students pursuing this track may also take courses in other language and literature departments chosen in consultation with their advisor.

**Capstone:**
*Two 300-level courses*
WLT 300: Foundations of Contemporary Literary Theory (required)
*One course* chosen from among the following or a 300-level course in another literature department:
WLT 340: Issues in Cultural and Literary Studies
WLT/TSX 330: Capstone Seminar in Translation Studies

## 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. Please consult the director of honors or the program website for specific requirements, application procedures and deadlines.

**Director:** Anna Botta

# Introductory Courses

### WLT 100 Introduction to Comparative Literature: The Pleasures of Reading

Topics course. May be repeated once with a different topic.

*Cannibals, Witches and Virgins*

An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's *The Tempest*—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's *A Tempest*, Rachel Ingalls' *Mrs. Caliban,* Lemuel Johnson's *Highlife for Caliban*, Gloria Naylor's *Mama Day* and Michelle Cliff's *Abeng*, we seek to understand how postcolonial, feminist and postmodern rewritings of *The Tempest* transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### JUD 110 Introduction to Yiddish Culture

An introduction to Yiddish, the Jewish language of dreamers, scholars, workers, and rebels for almost 1,000 years in Europe and its diaspora. Explores folk tales, short stories, theater, film, and popular culture in historical context. How does Yiddish continue to function today as a site of radical political engagement and cultural disruption? No prerequisites; all readings in translation. {H} {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### RES 126 Nineteenth-Century Russian Literature: Madmen, Conmen and Government Clerks

Populated with many unique and eccentric characters — from revolutionary socialists to runaway human noses — nineteenth-century Russian literature displays a startling experimentation and innovation that advanced Russia to the vanguard of Western literature. Encompassing poetry, fiction, and journalism, this survey explores how authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov positioned literature at the center of public discourse, as a venue for addressing important philosophical, political, religious, and social issues, including gender and class relations; personal and national identity; and the role of the writer in public life. Conducted in English. No previous knowledge of Russian is required. {L} Credits: 4

*Members of the department*

**Normally offered each academic year**

### RES 127 Manuscripts Don't Burn: Literature and Dissent Under Stalin

Explores how Russian literary culture responded to the tumult and upheaval of the twentieth century, an epoch encompassing the Bolshevik Revolution, two World Wars, the ascent of Stalin, and the decline and collapse of the Soviet Union, as well as unprecedented aesthetic innovations. While spanning key artistic movements of the period (including the avant-garde and other modernist tendencies, Socialist Realism, conceptualism, and postmodernism), the survey focuses on Stalinism and its aftermath, considering how Soviet writers developed strategies of dissent and protest in literature. Conducted in English, no previous knowledge of Russian required. {L} Credits: 4

*Members of the department*

**Normally offered in alternate years**

### FYS 140 Literature and Medicine

How do stories heal? What can we learn about medicine from stories, novels, poems, plays and case studies? Comparing narratives from different cultures, students also compose their own stories. The course also introduces broader issues in the medical humanities, such as medical ethics, healthcare disparities and cross-cultural communication. Works (available in translation) from mainland China, Taiwan, France, Russia, and North and Latin America. Enrollment limited to 16 first-year students. WI {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### RES 140 Putin's Russia: After Communism, After Atheism

Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and "traditional values." (E) {H} {L} {S} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### WLT 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 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

*Members of the department*

**Normally offered each spring**

### 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,* Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngũgĩ wa Thiongo'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. WI {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### FYS 172 (Dis)Obedient Daughters

How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother's love and approval? How is the problem compounded when the mother's culture is different from her first-generation-immigrant daughter's? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Donia Bijan, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first-year students. WI {L} Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### WLT 177 Journeys in World Literature

From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds—and "newly visible" old

worlds. To become "world-forming," one must realize one's belonging to a given world or worlds, as well as one's finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as "Epic Worlds," "The Short Story" and "Literature and Medicine," we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limited to 20.

*Dwelling Poetically*
To introduce the pleasures of poetry, this course travels through poems on themes of journeying and dwelling, voyage and return, travel and home, wandering, war and immigration. Reading ancient Chinese songs and Greek epic to contemporary docupoetry and rap, we explore key elements of poetic art (voice, metre, tropes, image and suggestion). Students encounter less concrete effects too as they confront ambiguity, develop interpretive imagination, and surmise poetry's powers and stakes. What is a poem? How and when does poetry affect our worlds? We also consider the art, ethics and politics of translation, and students compose and translate short poems. WI {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

*Speaking in Tongues*
Language is probably the most powerful, pervasive, subtle, and perverse tool humans use. This course explores (mostly) 20th century attempts by writers to defy/supersede/explode/reinvent the strictures of "normative" language. We experience manifestoes (Schwitters, Marinetti), imagined languages (Khlebnikov, Miéville, Elgin, Le Guin), bizarre typographies (Apollinaire, Eugen Gomringer, Mary Ellen Solt), cross-linguistic methods of re-hearing one's native tongue (Zukofsky, Stalling), or imagined future English (Russell Hoban). The writers we read seek in every case to change their readers by re-shaping and expanding their linguistic reality. (E) WI {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 178 Naughty Fictional Translators
Same as SPN 178. This courses focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) "slow reading" of *Don Quijote* as a pioneer text in terms of attributing a central creative role to a fictional translator. The third month is devoted to international films and short-stories (largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of "transfictions" i.e. — fictions about translators — since the 90's). {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
Examining Italian cinema from neorealism to today, this course investigates 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 study the Italian pinups of postwar cinema, the Latin lover 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, Sorrentino and Visconti. Conducted in English. Films with English subtitles. This course counts toward the film and media studies and Italian studies majors. Enrollment limited to 16 first-year students. WI {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### FYS 186 Israeli Literature and Film
What was the role of Hebrew writers in constructing a nation's founding myths and interpreting and challenging its present realities? How do literature and film about Zionism and the State of Israel frame and interpret tensions between sacred and secular, exile and homeland; indigenous and colonial; language and identity; and the national conflict between Jews and Palestinians? All readings and screenings in English translation. Includes texts from differing historical periods, political perspectives, and languages. Enrollment limited to 16 first-year students. WI {L} Credits: 4
*Justin Cammy*
**Expect to be offered in the next 3 years**

### WLT 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. WI {L} Credits: 4
*Members of the department*
**Normally offered each fall**

### WLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy
Same as ENG 203. Chrétien de Troyes's *Yvain;* Shakespeare's *Antony and Cleopatra;* Cervantes' *Don Quixote;* Lafayette's *The Princesse of Clèves;* Goethe's *Faust;* Tolstoy's *War and Peace.* 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. WI {L} Credits: 4
*Members of the department*
**Normally offered each spring**

## Intermediate Courses

### WLT 204 Writings and Rewritings
Topics Course.

*Queering* Don Quixote
This course is devoted to a slow reading of *Don Quijote de la Mancha* (1605–15), allegedly the first and most influential modern novel. Our approach to this hilarious masterpiece by Cervantes is through a "queering" focus, i.e., as a text that exposes all sorts of binary oppositions (literary, sexual, social, religious and ethnic), such as high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role played by *Don Quixote* in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism) and examples of its worldwide impact. With an optional 1-credit course in Spanish (SPN 356) for those who want to perfect their linguistic and literary skills by reading, translating, and commenting selected sections of Miguel de Cervantes' masterpiece and additional secondary literature in Spanish. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 205 Contemporary African Literature and Film
A study of the major writers and diverse literary traditions of Africa with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts 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 postcoloniality? How do women writers reshape our understanding of gender

and the politics of resistance? Writers include Achebe, Ngũgĩ, Dangarembga, Bâ, Ndebele, and Aidoo. Films: *Tsotsi, Softie,* and *Blood Diamond*. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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; the fundamentally transformative effects of electronic communication. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### RES 210 Environment and Ecology in Russian Culture

How does a culture conceptualize its natural environment in aesthetic, political, and even religious terms, and what does a landscape "mean" in this context? This interdisciplinary course explores how Russian writers, filmmakers, and artists have represented the vast territory comprising Imperial Russia, the USSR, and the Russian Federation, from the Enlightenment to present. In addition to considering how artistic production has reflected and shaped understanding of the Russian "anthropocene," we will compare these works with cultural production of the Western tradition. The course also explores initiatives to legislate and transform the Russian environment, which often precipitated ecological and social disasters. {H} {L} {S} Credits: 4
*Members of the department*
**Normally offered each spring**

### WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World

Same as POR 212. Introducing translated works by celebrated Portuguese-language writers, this course will explore themes of resistance, including resistance to dictatorship, patriarchy, slavery, racism, and colonialism,but also more ambivalent postures of resistance toward authority assumed within particular forms of expertise and knowledge production and deployment. Discussing fiction by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Grada Kilomba (Portugal/Germany), and Nobel laureate José Saramago (Portugal), we will consider historical contexts, how their work resonates with our contemporary world, literature and fictionality as sites of resistance, and the sometimes fraught dynamics they reveal between authorship and authority. {L} Credits: 4
*Malcolm McNee*
**Expect to be offered in the next 3 years**

### ENG 217 Studies in Medieval Literature

Topics course.

*Old High German and Old Saxon*
An introduction to the vernacular literatures of early medieval Europe with readings from the Old High German *Lay of Hildebrand* and *Merseburg Charms*, as well as the Old Saxon *Hêliand* 'Savior', a powerful retelling of the gospel in the style of ancient Germanic alliterative verse like the Old English *Beowulf*. The *Hêliand* offers a unique glimpse into how the new Christian religion with its Jewish spirituality and Mediterranean civic ethos was processed by the tribal peoples of Northern Europe. We also compare selections from the Old English *Dream of the Rood* and Middle High German *Lay of the Nibelungs.* Enrollment limited to 20. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 218 Holocaust Literature

What is a Holocaust story? How does literature written in extremis in ghettos, death camps, or in hiding differ from 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 genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums), and critical theories of representation. All readings in translation. No prerequisites. {H} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### WLT 220 Colq: Imagining Language

This course explores the ways in which philosophers and artists have imagined the links between language and the world. We 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 Louis 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 rebuses, invented etymologies, alphabet poems, portmanteau words, emoticons and so on. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 230 "Unnatural" Women: Mothers Who Kill their Children

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? We focus on literary texts but also consider representations in other media, especially cinema. Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Christa Wolff, Christopher Durang, Alice Walker, Toni Morrison and others. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 230 American Jewish Literature

Same as JUD 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust and contemporary literary controversies. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficiently for multicultural gatekeepers of diversity? No prerequisites. {H} {L} Credits: 4
*Justin Cammy*
**Expect to be offered in the next 3 years**

### GER 231 Topics in German Cinema

Topics course. Normally offered each spring.

*Nazi Cinema*
Explore and examine the Third Reich's media dictatorship: how spectacle and entertainment can engineer consent with manipulative distractions; how mass media can serve a totalitarian regime by responding to festering resentments with nationalist fantasies of cultural renewal; how seemingly harmless entertainment can promote a politics of fear and racism to horrific ends. Course emphasizes entertainment films of the Third Reich, with special attention to the works of Leni Riefenstahl. Conducted in English. {A} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 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 explore class, gender and the cultures of mainland China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity

This course considers the shifting borders of Portuguese as a local, national and global language. We explore language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. We examine how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and address multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole, and Indigenous languages in Brazil and Africa. Throughout, we consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or permission of the instructor. Enrollment limited to 25. {F} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 237 Environmental Poetry and Ecological Thought

This course considers how literature represents environmental change and crisis, and shapes our understanding of the natural world. How can poetry provide new ways for thinking through extinction, conservation, and environmental justice? We explore these issues by reading a selection of environmental poetry in conversation with key texts from the environmental humanities. Central to the discussions: the sublime and the aesthetics of landscape and wilderness; garbage and the poetics of waste; the ethics of representing animal and plant life; the relation between landscape, labor, and power; and how ecopoetry intervenes in debates about climate change. (E) {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 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 reading of contemporary fiction by women from mainland China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 240 Childhood in African, Afro-American and Caribbean Literatures

Childhood, intimately tied to social, political and cultural histories, to questions of self and national identity, entails specific crises in Africa and the African diaspora, focused on loss of language, exile and memory. How does the enforced acquisition of colonizer's language affect children as they attempt to master the codes of an alien tongue and culture? How do narratives told from the point of view of children represent and deal with such alienation, and what are the relationships between recollections of childhood and published autobiography? Texts include Camara Laye's *The African Child*, Tahar Ben-Jalloun's *The Sand Child*, Julia Alvarez's *How the Garcia Girls Lost Their Accents* and Toni Morrison's *The Bluest Eye.* Open to students at all levels. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 242 What and Where is Main Street?

Where is Main Street? What times, spaces, or places does the expression conjure? Are there equivalent concepts and places in other cultures? What are the aesthetics, the life and livelihoods, the politics taht we associate with it? How are images and the concept manipulated to affect us, in the arts, in environmental issues, and in public discourse? When do we treasure this landscape, and when do we flee it? We begin by looking at American Main Streets, and then explore related concepts in British, French, German, and Russian texts and other media. Prerequisite: one course in literary studies. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 249 Literatures of the Black Atlantic

Visiting the pulpits, meeting houses and gallows of British North America to the colonial West Indies and docks of Liverpool to the modern day Caribbean, U.S., Canada, U.K. and France, this course analyzes the literatures of the Black Atlantic and the development of black literary and intellectual history from the 18th to the 21st century. Some key theoretical frameworks, which help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism and cosmopolitanism. Readings range from early African diasporic sermons, dying words, poetry, captivity and slave narratives to newspapers, essays, novels, drama and film. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 250 Chaucer

A study of England's first cosmopolitan poet whose *Canterbury Tales* offer a chorus of medieval literary voices, while creating a new kind of poetry anticipating modern attitudes and anxieties through colorful, complex characters like the Wife of Bath.We read these tales closely in Chaucer's Middle English, an expressive idiom, ranging from the funny, sly and ribald to the thoughtful and profound. John Dryden called Chaucer the "father of English poesy," but if so, he was a good one. Later poets laughed with him, wept with him, and then did their own thing, just as he would have wanted. Not open to first year-students. {L} Credits: 4
*Members of the department*
**Normally offered each academic year**

### WLT 260 Transformations of a Text: Shape-Shifting and the Role of Translation

Same as CLS 260. 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 "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 consider different expectations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. No prerequisites, but students who have not taken WLT 150 are urged to enroll in that (2-credit, S/U) course concurrently. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### JUD 260 Yiddish Literature and Culture

From dybbuks and schlemiels to radicals and revolutionaries, Yiddish literature and culture are more than *Fiddler on the Roof.* Explores Yiddish stories, novels, poetry, and drama as a site for political activism, ethnic performance, and creative expression in tsarist and revolutionary Russia, interwar Poland, and immigrant America. Why did Yiddish so often find itself at the bloody

crossroads of art and politics? How have post-Holocaust engagements with Yiddish memorialized not only a lost civilization but also re-imagined a homeland in language? All texts in translation. No prerequisites. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### WLT 264 Dostoevsky

Focuses on close reading of the major novels, short fiction, and journalism of Dostoevsky, one of the greatest writers in modern literature. Combining penetrating psychological insight with the excitement of crime fiction, Dostoevsky's works explore profound political, philosophical, and religious issues, in a Russia populated by students and civil servants, saints and revolutionaries, writers and madmen. In our close reading of his fiction and nonfiction, we trace the development of Dostoevsky's style and ideas, considering how these texts engage with issues specific to nineteenth-century Russia, as well as the broader traditions of European literature and intellectual history. In translation. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 266 Studies in South African Literature and Film

Topics course.

*Saviors, Saints and Traitors: The Private and Public Lives of Nelson and Winnie Mandela in Literature and Film*
The private and public lives of Winnie and Nelson Mandela as icons in the struggle against apartheid transformed them into symbols of the dreams and aspirations of an entire nation. Adored as the beloved father/mother of a nation, they were /are revered and reviled, loved and hated, adored and vilified, in equal measure. This course looks at the enduring, shifting, and often contradictory (self)representations of the Mandelas in memoirs (auto) biographies, films and documentaries. We focus on how their lives became emblematic of the black South African experience during the aprtheid and post-apartheid years and the ways in which gender complicated the legacies of both. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 270 Health and Illness: Literary Explorations

How do languages, social norms and economic contexts shape experiences of health and illness? How do conceptions of selfhood, sexuality, belonging and spirituality inform ideas about well-being, disease, intervention and healing? This cross-cultural literary inquiry into bodily and emotional experiences also explores Western biomedical and traditional Chinese treatment practices. From despair and chronic pain to cancer, aging and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study also considers how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 19. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel

A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We consider how such writers as Ngũgĩ wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 271 Imagining Evil

Same as GER 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil —how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of fantasy and history. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A., Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. In English. {L} Credits: 4
*Craig Davis and Joel Westerdale*
**Expect to be offered in the next 3 years**

### WLT 272 Composing a Self: Chinese and English Voices

Same as ENG 171. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context

Same as RES 273. How did the "final frontier" of space become a "front" in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art, and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin, and others. The survey considers science fiction's utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. {A} {H} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe

Explores the avant-garde film traditions of Eastern and Central Europe, including works from the Soviet Union, Poland, Hungary, Czechoslovakia, and Yugoslavia. The course focuses on how avant-garde filmmakers engaged with the socialist project in the USSR and Eastern Bloc, and its call for new forms, sites, and life practices. We will investigate how avant-garde cinema represents everyday life amidst the public and private spaces of socialism. In approaching the relationship between cinema and space, we will consider examples of architecture (Constructivist, Functionalist, Brutalist), as well as theoretical writings by and about the avant-garde. Conducted in English, no prerequisites. {A} {H} {S} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 276 #MeToo: Sex, Gender and Power Across Cultures

When it comes to sex and gender, how do power dynamics promote or thwart freedom, belonging and love? As #MeToo and other movements challenge cultures of oppression, how do such struggles relate to the ecological, capitalist, and humanitarian crises that threaten life as we know it? Learning from Chinese, French and American feminisms, this course questions persistent

structural binaries: mind/body, human/animal, man/woman, culture/nature. Drawing on literature, philosophy, journalism and music, we examine how social constructions of gender, class, race, and disability coalesce with material bodies and conditions to form habits of subjectivity and patterns of life. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### WLT 277 Jewish Fiction

What is the relationship between the homeless imagination and imagined homecomings, political upheaval and artistic revolution, the particularity of national experience and the universality of the Jew? Focuses on four masters of the 20th-century short story and novel: Franz Kafka's enigmatic narratives of modern alienation; Isaac Babel's bloody tales of Revolution: Isaac Bashevis Singer's Yiddish demons and Nobel prize laureate S. Y. Agnon's neo-religious parables of loss and redemption. All readings in translation; open to any student with a love of great literature. {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

# Critical Theory and Method

### WLT 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, Bakhtin, Gramsci, Bhabba, 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
*Members of the department*
**Normally offered each fall**

### WLT 330 Capstone Seminar in Translation Studies

Same as TSX 330. The capstone seminar brings together a cohort of concentrators to discuss the final translation project that each student undertakes with the guidance of their adviser 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 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 are responsible for presenting essays that focus on the particular challenges of translation that they have encountered in their individual project. Open to students in the Concentration in Translation Studies and students in world literatures. Enrollment limit of 12 students. Prerequisite: WLT 150. {L} Credits: 4
*Members of the department*
**Normally offered each spring**

### WLT 340 Issues in Cultural and Literary Studies

Topics course.

*Narrating the Anthropocene*
The Anthropocene has already disrupted many assumptions founded on the relative climatic stability of the Holocene bringing our attention to the interdependency and interconnectedness of geological and human agents. How can we tell the story of what Amitav Ghosh calls "The Great Derangement"? What are the languages and images which enable us to translate between the complex stratifications of nature and culture? What stories do earth, matter, plants, objects tell us about inter-species communication? What is the role of literature in mobilizing people politically in the age of the Anthropocene? This course is an introduction to the new interdisciplinary field of environmental humanities. {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### WLT 341 Calderwood Seminar- Mobilities: How People, Goods and Information Cross Borders

In an age of increased movement and connectivity, how can we envision individuals, objects, and ideas as mobile units, circulating across space, time, and media? How might we reflect on the competing forces of cultural resistance and homogenization? This Calderwood seminar challenges upper-class students in an intimate workshop setting to develop critical skills in realtion to globalization, and to build upon knowledge derived from previous coursework and experiential learning (including study abroad and internships). Classes will include collaborative editing workshops and activities to build a writing foundation in public discourse (blog posts, editorials, abstracts, interviews, exhibition texts, and film reviews). WI {A} {L} Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### ENG 365 Seminar: Topics in 19th Century Literature—*Frankenstein:* The Making of a Monster

This seminar will explore the creation and afterlife of *Frankenstein*, Mary Wollstonecraft Shelley's extraordinary first novel (written at age 19) about monstrosity and the experience of feeling not quite human. We will read Shelley's novel closely, consider its literary and historical influences (including writing by her parents and friends), and investigate its monstrous legacy (in film adaptations, novels, poems, comics, and popular culture). More than 200 years after it was written, this early science fiction novel continues to speak to our most urgent questions about gender, reproduction, science, technology, race, animality, disability, violence, justice, and belonging. {L} Credits: 4
*Lily Gurton-Wachter*
**Expect to be offered in the next 3 years**

# Advanced Courses

### GER 360 Seminar: 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. Normally offered each spring.

*The Many Faces of Goethe's* Faust
Writer, scientist, statesman, celebrity. Johann Wolfgang von Goethe (1749–1832) spent 60 years channeling his cultural and scientific knowledge, his worldly experiences, and his immense literary talent into one of the great works of world literature: *Faust.* This seminar explores the diverse facets of this celebrated work through close analysis of the German test combined with research projects driven by individual student interests. Topics have ranged from birth control and witchcraft to Newtonian optics, subversive verse forms, land reclamation, and the philosophy of time. Students are encouraged to bring their own interests and expertise into dialogue with one of the great minds and great texts of the modern era. Readings and discussions primarily in German. Prerequisites: GER 300 or permission of instructor. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

Ingeborg Bachmann and the Renewal of German Literature after World War II
Few writers had a greater impact on the shaping of German-language literature in the decades following World War II than the Austrian writer Ingeborg Bachmann (1928–1973). This seminar will examine a selection of her works (poetry, radio plays, short stories, novels, correspondences) as a barometer of the shifts in Central European culture after the devastation of the war and consider, among other things, her thoughts on the relationship between the writer, her writings and society. {F} {L} Credits: 4
*Members of the department*
**Normally offered in alternate years**

### SPN 372 Seminar: Topics in Latin American and Iberian Studies

Topics course.
**Normally offered each academic year.**

*Blackness in Spain*
We investigate the lives of Spaniards of African origin or individuals who lived in Spain, such as: painter Juan de Pareja (Velazquez's slave) in the 17th century, whose unique portrait by Velazquez hangs at the New York Metropolitan Museum; volunteers of the Lincoln Brigade in the Spanish Civil War in the 1930s—for example, poet Langston Hughes, and nurse Salaria Kea; migrant workers; Smith alumna Lori L. Tharp, author of a travel memoir of her Junior Year Abroad, *Kinky Gazpacho* (2008), which she describes as a "racial coming of age." The ultimate goal is to gain understanding of racial relations in Spain, and to explore the geology of Western racism. Enrollment limited to 14. {A} {F} Credits: 4
*Members of the department*

### POR 381 Seminar in Portuguese and Brazilian Studies

Topics course.

*Brasil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture*
This course addresses diverse modes of representing nature and the environment in Brazil, from the pre-colonial period to the present. Drawing upon visual arts, film, poetry, fiction and non-fiction, we will consider mytho-poetic accounts of the creation of the land, colonial accounts of flora, fauna and plantation agriculture, 19th-century scientific expeditions, Romantic and Modernist associations of nature and national identity, rural social movements and ideas of rural authenticity, and global orientations of contemporary "earth art" and "eco-poetry." Deepening our understanding of the diversity of Brazilian landscapes and ecologies and historical forces that have shaped them, we will consider ways in which gender, class, ethnicity and ideology are implicated in different paradigms of environmental representation. Course conducted in Portuguese. POR 200 or POR 215, or another 200-level topic taught in Portuguese, or instructor permission. Enrollment limited to 14. {F} Credits: 4
*Members of the department*

# Special Studies

### WLT 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 world literatures. 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: 1–4
*Members of the department*
**Normally offered each academic year**

### WLT 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 world literatures. 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. Credits: 4
*Members of the department*
**Normally offered each academic year**

### WLT 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 WLT website, at the end of the list of courses. Credits: 8
*Members of the department*
**Normally offered each academic year**

# Interdepartmental and Extradepartmental Course Offerings

### ACC 223 Financial Accounting

Using both case studies and lectures, this class explores the decisions involved in preparing financial statements for both profit and non-profit entities, how those decisions impact financial statements and how an understanding of the accounting methods employed are necessary to assess the financial status of the entity under review. The class will first learn basic accounting techniques and then use them to construct and analyze financial statements, identify the measurement metrics that are appropriate for the situation and reach conclusions about the financial health (or otherwise) of an organization. No prior knowledge is required. No more than four credits in accounting may be applied toward a Smith degree. Credits: 4

*Members of the department*

**Normally offered each spring**

### EDP 291 Mellon Mays Undergraduate Fellows Research Seminar I

Seminar on research design and conduct. The development of research projects including question definition, choice of methodology, selection of sources and evidence evaluation. Participants present their research design and preliminary findings, study pedagogy and research methodologies across disciplines, develop professional skills to prepare for graduate study, and participate in weekly peer progress reports. Limited to recipients of Mellon Mays Undergraduate Fellowships in their junior year. Course cannot be repeated for credit. Graded S/U only. Credits: 4

*Members of the department*

**Normally offered each fall**

### EDP 292 Mellon Mays Undergraduate Fellows Research Seminar II

Advanced seminar on research design. Students refine their research methodologies and develop an academic and co-curricular plan with the goal of securing placement in a graduate program. Emphasis on the development of public speaking skills, peer-to-peer pedagogies across disciplines, peer mentoring. Limited to recipients of Mellon Mays Undergraduate Fellowships in their senior year. Normally, students enroll concurrently in a special studies course (minimum 4 credits) or departmental honors thesis on their research topic. Graded S/U only. (E) Credits: 2

*Members of the department*

**Normally offered each fall**

### IDP 101 Becoming Foreign: Acquiring Global Competence to Study Abroad

This course provides the necessary tools to analyze communication behaviors in an intercultural context. It explores the concept of culture, introduces the construct of global competence; analyzes how our own cultural identity influences communication with others; engages interaction with the host culture; explores the challenges; and prepares the students with knowledge and skills to be effective intercultural communicators. It will include class discussions, simulations, interactive examples, case studies, and media presentations. It will also include meetings with international students on their study abroad experience at Smith. The course is open to all students about to experience or having experienced study abroad, going or having gone for a year, a semester or even a month. International students studying on campus will benefit as well. (E) {F} Credits: 1

*Members of the department*

**Normally offered each spring**

### IDP 102 Thinking Through Race

This course offers an interdisciplinary, historical, and critical examination of race in the United States. Although race is no longer held by scientists to have any biological reality, it has played a central role in the formation of legal codes, definitions of citizenship, economics, culture, and identities. Where did the concept of race come from? How has it changed over time? What pressures does it continue to exert on our lives? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts where racial distinctions and identities have been constructed and contested, we hope to give students an understanding of how and why race matters. S/U only.

*Members of the department*

**Normally offered both fall and spring semesters**

### IDP 107 Digital Media Literacy

Students who are "given a voice" by leveraging digital media tools greatly increase their ability to interpret, critically challenge, communicate and retain key concepts within their disciplines. The Digital Media Literacy program is an accelerated two-week J-Term course designed to immerse students in media project planning and management, digital equipment operation, field production and post-production techniques. The goal of the Digital Media Literacy program is to empower students to control the context, content and focus of their digital communications in an ethical and persuasive manner. By permission of the instructor. Enrollment limit of 12 students. Graded S/U only. Credits: 2

*Members of the department*

**Normally offered each interterm**

### IDP 109 Aerial Imagery and Cinematography

The Aerial Imagery and Cinematography course proposal is a seven-week, one credit course designed to immerse students in drone avionics, aerial photography and videography, and photogrammetry and image processing. The course will encourage teamwork, curiosity, critical thinking, perseverance, and creativity and will best suit the motivated student who wants to learn practical techniques for acquiring and analyzing aerial data. Credits: 2

*Members of the department*

**Normally offered each fall**

### IDP 114 Papermaking in Context: Material Explorations

This course explores the materiality of paper through hands-on making and research. Papermaking is a craft of multiple cultural traditions with a depth of history and context. Connections to land, resources, labor, and techniques can be examined by following a sheet of paper from its beginnings through to its disposal. During this course, we will work together to make paper and ink from plant-based and recycled materials. In partnership with on-campus collections, we will study the societal and environmental context of paper. Course participants will explore one aspect of papermaking in depth through a final independent project. Enrollment limited to 12. (E) Graded S/U only. Credits: 1

*Members of the department*

**Expected to be offered in the next 3 years**

### IDP 115 AEMES Seminar

This course focuses on the transition from high school to college-level learning by facilitating processes of exploration, awareness, empowerment, communication and community. These are strengthening qualities – necessary for academic success at Smith. The seminar offers opportunities to continue to develop these strengths. The work of cultivating these strengths within the

seminar take place when given opportunities to explore and share thought processes, biases, and "real" and "false" beliefs, especially as they relate to ascribed social identities as well as chosen ones. This is done through extensive writing, discussion, and activities facilitated by the instructor of the course and with the assistance of guest lecturers. Enrollment limited to AEMES only. Graded S/U only. Credits: 2
*Members of the department*
**Normally offered each fall**

### IDP 116 Introduction to Design Thinking

This introduction to design thinking skills emphasizes hands-on, collaborative design driven by user input. Students will critique their own and each others' designs, and review existing technology designs to evaluate how well design principles are guided by the practices of the intended user. The class will focus on using qualitative research observations to inspire new approaches to design. Students will iteratively design a multimedia approach to framing problems, to communicating ideas, and to exploring the ethical, political, and social implications of design in the world. Enrollment limit of 15. (E) Credits: 1
*Members of the department*
**Normally offered each interterm**

### IDP 125 PATH for AEMES Scholars

Personal Academic Tactical Help (PATH) is a course designed to help students nd information and strategies to help them achieve their academic goals. The PATH curriculum explores strategies for success and ways to understand the underlying psychology (how we think) and biology (how our brain works) that can contribute to, or distract from, success. In this course, students will learn strategies for effective learning while planning weekly applications of these strategies to their other courses. Enrollment limited to 20. (E) Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### IDP 131 Interpretive Visualization Through Motion Graphics Design

This course will focus on the intersection between data visualization and the basic principles of motion graphics design. Students will explore various graphicacy techniques to interpret and analyze different sets of data, and will employ visual design principles to maximize cognitive efficacy. Students will apply techniques for vector animation and digital compositing to create a conceptual and/or data-driven video abstract for a topic in an academic discipline of their choice. Appropriate and current industry standard computer applications will be introduced and applied. Enrollment limited to 12. Credits: 1
*Members of the department*
**Normally offered each spring**

### IDP 132 Designing Your Path

Whether you are starting your Smith journey, embarking on or returning from an immersive experience abroad, weaving your interests through a Concentration or self-designed major, or wrestling with expressing what a Smith education has prepared you to do, this is the class for you. Test different integrative paths of your own design, tell your own story, and create a digital portfolio to showcase your work. By the end of class, you will be able to articulate connections between your work in and outside of the classroom, and to explain how Smith is preparing you to engage with the world beyond. Enrollment limited to 12. (E) Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### IDP 133 Critical Perspectives on Collaborative Leadership

This course challenges students to interrogate the perceived dichotomy between leading as a solitary versus collaborative endeavor. Together, we will examine theories and histories of leadership and collaboration through a critical lens and explore alternative ways of imagining change-making as a collaborative leadership act. Through reading, writing, reflection, and practice, the class will offer students new perspectives on how they might lead collaboratively. Recommended as a foundation for students whose future academic work is likely to include significant group work. Enrollment limited to 40. (E) Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### IDP 134 Examining Equity and Action-Based Design for Leaders

This course provides students with a theoretical foundation in critical dialogue around issues of power and systemic oppression in relation to socially just leadership and designing for social change. Students will explore early messages, personal narratives, identity formation, the intersection of identity and leadership and how these categories relate to creating an equitable and inclusive community. This is Part One of a two-tiered cohort program: the Leading for Equity and Action-Based Design (LEAD) Scholars Program, a new leadership program for students sponsored through the partnership of the Office for Equity and Inclusion (OEI) and the Wurtele Center for Leadership (WCL). Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### 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 are better prepared to handle coursework, commit to a major, and take responsibility for their own learning. Priority is given to students referred by their dean or adviser. Enrollment limited to 15. Grading S/U. (E) Credits: 1
*Members of the department*
**Normally offered both fall and spring semesters**

### IDP 137 Emerging Perspectives on Global Studies in the Age of Pandemic

The Covid19 pandemic has only deepened realizations about the world's connectedness -- and structural inequalities. This course introduces students to a range of conceptual frameworks within global studies. Defining characteristics of "the global" -- as opposed to local, regional, communal, multidimensional, universal or even planetary -- are elucidated to provide common points of reference for scholarly understanding of the often vague or all-inclusive use of global as a descriptive attribute. In addition to Covid19, specific topics such as climate change, social media, race and ethnicity (personal identities), the climate emergency, and immigration and mobilities are discussed. S/U only. (E) Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### IDP 145 Process, Prose and Pedagogy

This class will help students become effective peer writing tutors. They will explore the theoretical and practical relationships among writing, learning and thinking by reading in the fields of composition studies, rhetoric, literacy studies, cognitive psychology and education. After completing the course, they will have gained the skills necessary to helping others with writing: they will learn to draw on pedagogical techniques; become aware of the diverse ways in which other students write, learn and think; and have a broader understanding of the conventions and expectations for writing in a range of disciplines. (E) Credits: 1
*Members of the department*
**Normally offered each fall**

### IDP 146 Critical Perspectives on Entrepreneurship: Theories, Processes, Social Transformations and Innovations

Entrepreneurship takes on a diversity of meanings, forms and structures depending on its source and context. In this course, the topic of entrepreneurship is studied from a variety of critical and under-explored vantage points such as ethics, access, inclusion, culture, power, expression, agency, economic empowerment, cultural and social transformation. Entrepreneurship is counter-mapped from an inter-,intra- and multi-disciplinary lens from the liberal arts tradition and the course examines the commonalities that connect both. The potential of entrepreneurship to create sustained social transformations is critically examined alongside its unique identity within and outside of the realm of economic exchange. (E) Credits: 4

*Members of the department*

**Expected to be offered in the next 3 years**

### 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 20. Graded S/U only. Credits: 1

*Members of the department*

**Normally offered each interterm**

### 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 24. Graded S/U only. Credits: 1

*Members of the department*

**Normally offered each interterm**

### IDP 152 Introduction to 3D Printing Technology

This class will teach students 3D printing literacy and introduce students to the contexts within which this technology is being used in different fields. We will explore the technology of 3D Printers and learn how to design and produce 3D printed objects. Students will be introduced to various software used to generate 3D designs,covering the basics of Computer Aided Design and Scanning. We will also learn how to prepare these models for printing using printer-specific software and finally create the 3D printed models. Credits: 1

*Members of the department*

**Normally offered each interterm**

### IDP 155 Entrepreneurship I: Introduction to Innovation

Students learn about and gain immediate experience with entrepreneurial innovation by generating ideas, projects and business or organization "start-ups" using the Lean Launch methodology. This is a fast paced course using the Business Model Canvas tool to develop clear value propositions for each defined customer segment. Students are expected to work in teams to complete weekly assignments and a final presentation. This course meets for the first half of the semester. Graded S/U. Credits: 1

*Members of the department*

**Normally offered each fall**

### IDP 156 Entrepreneurship II: Entrepreneurship in Practice

Utilizing a case-study approach, students learn details about business and organization finance economics. Using the Business Model Canvas, students further explore the process of planning, testing and developing ideas, projects, businesses and organizations. Cases include those developed by teams in "Introduction to Innovation" as well as cases provided by the instructor. Enrollment in IDP 155 is encouraged but not required. Students are expected to work in teams to complete weekly assignments and a final presentation. This course meets for the second half of the semester. Graded S/U. Credits: 1

*Members of the department*

**Normally offered each fall**

### IDP 158 Economics of Innovation

This experiential course engages students in a critical exploration of innovation and financial viability. Through case studies, interactive discussions and workshops, and guest lectures, students learn and test economic models for innovative ideas. Students are expected to complete weekly assignments and a final project. A course application https://www.smith.edu/wfi/ is due Friday December 2 at 4:00pm. Enrollment limit: 12. Graded S/U. (E) Credits: 1

*Members of the department*

**Normally offered each spring**

### IDP 165 'Bladerunner' or 'Her': Artificial Intelligence, Automation, Ethics and Us

"This is the most important conversation of our time", says Stephen Hawking when talking about artificial intelligence (A.I.). This course welcomes you to join this conversation. In this course we will search, query, probe, examine, discuss, debate (agree and disagree) - and through the process, peer into the future of technology and human life, ethical dilemmas associated with technological progress, and strategies for responsible stewardship of beneficial AI. Enrollment limit of 16. (E) {N} {S} Credits: 1

*Members of the department*

**Normally offered each interterm**

### IDP 168 Intuitive Knowing

Albert Einstein referred to intuition as a "sacred gift" and rationality as a "faithful servant." In comparing the two he observed, "we have created a society that honors the servant and has forgotten the gift." In this course we will examine five aspects of human experience thought to either involve, or be enhanced by, the gift of intuition: creativity, dreams, self-knowledge, empathic accuracy (i.e., the ability to pick up the feelings of another), and decision making. We will use both scientific and experiential approaches to investigate these abilities. Enrollment limit of 12. (E) Credits: 1

*Members of the department*

**Normally offered each interterm**

### IDP 170 Frontiers in Biomathematics

This course is a gateway for the Five College Bio-mathematical Sciences Program and Certificate. It also provides an introduction to collaborative research across the Five College Biomath Consortium (5CBC). The first four weeks of the course are devoted to practice with a software package (Matlab, Rstudio, etc). Afterward, two 4-week modules are presented by pairs of faculty including one from mathematical and statistical sciences, and one from the life sciences. Each pair provides the background and data that motivates the research, then introduces a question for students to investigate. Students work in groups to use the tools presented to explore the question. In the final week of each module, students present their findings and hear presentations about 5CBC research projects. Graded SU only. (E) Credits: 4

*Members of the department*

**Normally offered each academic year**

### IDP 203 Women and Work in Saudi Arabia

This course addresses key issues affecting women in the workplace in Saudi Arabia. We will begin the course with a look at the state of women's education in the country, followed by an overview of the concept of gender equality in Islam. We will also examine public policy initiatives such as the proposed cancellation of the 'wakeel' requirement and other efforts to promote equal opportunity in the workplace and business environment. Special attention

will be given to the the global context and local national traditions that shape the role of women in Saudi society. Finally, the challenges facing female entrepreneurs in Saudi Arabia will be discussed. Credits: 2
*Members of the department*
**Normally offered each interterm**

### IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N} Credits: 4
*Members of the department*
**Normally offered each spring**

### IDP 232 01 Articulating Your Path

Articulating Your Path is for students who have completed IDP 132 Designing Your Path or another Smith experience that allowed for reflection on curricular and experiential work, values and goals. Here, students will begin to look outward. After reviewing and assessing important learning experiences, you will conduct qualitative interviews to gain a multidimensional understanding of your discipline in the world. At the same time, you will create a "personal syllabus," a reflection on maintaining and pursuing curiosity. Finally, you will make a narrative digital portfolio and gain experience with public voice through an op-ed, TED talk or other piece of media. Prerequisites: IDP 132 and permission of instructor. Enrollment limited to 12. Credits: 1
*Members of the department*
**Expected to be offered in the next 3 years**

### IDP 239 UX: Designing for Disruption

This course introduces User Experience (UX) research and design through theoretical foundations, methods, tools and case studies. We will explore case studies in order to understand the lure and pitfalls of designing for "disruption." Students will understand how UX can influence how innovations are perceived in different social contexts; students will critically examine if design can lead to intended social change. We will learn tools for communicating and assessing the viability, desirability, and usability of designs. We will practice human-centered design methods for developing ideas into products and services that disrupt or reinforce norms, behaviors, and markets locally and globally. (E) Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### 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
*Members of the department*
**Normally offered each interterm**

### IDP 291 Reflecting on the International Experience: Depicting Journey with Digital Storytelling

Same as SPN 291. A course designed for students who have spent a semester, summer, Interterm or year abroad as well as for international students. After introducing the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories, students write and create their own stories based on their time abroad. Participants script, storyboard, and produce a 3–4 minute film about the challenges and triumphs of their experience, to then share it with others. Prerequisite: Significant experience abroad (study abroad, praxis, internship, Global Engagement Seminar, international students at Smith, or other). For 1 additional credit in their major or in the translation concentration, students may enroll in a Special Studies course to translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15 students. {A} {L} Credits: 3
*Members of the department*
**Normally offered each spring**

### IDP 316 [Critical] Design Thinking Studio

This interdisciplinary project-based course emphasizes human-centered design process as well as critical social theory on the relationships between humans and designed things. Through hands-on, individual and collaborative making, students learn design-thinking skills such as user-experience research, rapid idea generation techniques, prototyping and iterative implementation. This learning happens alongside rich class discussions of both seminal and contemporary scholarly work on design's role in shaping the lived experience. Perspectives include archaeology, critical psychology, civil engineering, postcolonial studies, cognitive science, sociology, and art history. (E) Credits: 4
*Members of the department*
**Expected to be offered in the next 3 years**

### IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile

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 travel to India, visit NGOs involved with Indian women's health, and deliver workshops on reproductive health topics to students living at the Central University of Tibetan Studies in Sarnath. The seminar is by permission of the instructor; attendance at a seminar info session is required to be eligible to apply. Enrollment limited to 5 students. (E) Credits: 4
*Members of the department*
**Normally offered each fall**

### 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
*Members of the department*
**Normally offered each spring**

### IDP 400 Special Studies

Special requirements apply. Credits: 1–4
*Members of the department*
**Normally offered each academic year**

### IDP 555 Seminar: American Society and Culture

"Freedom" has long been a defining ideal of U.S. life, passionately desired and intensely contested. This course investigates 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— that is, democratic politics, representative governance, and market capitalism? This course is limited to students in the Interdisciplinary Studies Diploma Program. Credits: 4
*Members of the department*
**Normally offered each fall**

### IDP 570 Diploma Thesis

Credits: 4
*Members of the department*
**Normally offered each academic year**

### QSK 101 Math Skills Studio

Same as MTH 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. {QS} Credits: 4
*Members of the department*
**Normally offered each fall**

### QSK 102 Quantitative Skills in Practice

A course continuing the development of quantitative skills and quantitative literacy begun in MTH/QSK 101. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 101/QSK 101. Enrollment limit of 18. {M} Credits: 4
*Members of the department*
**Normally offered each spring**

### QSK 103 Precalculus and Calculus Bootcamp

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 assessment to use in developing their own future math skills study plan. Enrollment limited to 20 students. This course is graded S/U only. Permission of the instructor required. This course does not count towards the major. Credits: 2
*Members of the department*
**Normally offered each interterm**

### SPE 100 The Art of Effective Speaking

This one-credit course gives students systematic practice in the range of public speaking challenges they 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 are 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
*Members of the department*
**Normally offered each spring**

# Five College Academic Departments, Majors and Certificate Programs

## African Studies Certificate Program

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

Please see www.fivecolleges.edu/apastudies for requirements, courses and other information about the **Five College Asian/Pacific/American Studies Certificate Program**.

## Biomathematical Sciences Certificate Program

This certificate program is designed to provide students with coursework and research experiences that bridge the life sciences and analytical and quantitative tools. Please visit the **Five College Biomathematical Sciences Certificate Program** website https://www.fivecolleges.edu/biomathematics for more information about the program.

## Buddhist Studies Certificate Program

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

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

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

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

Please see www.fivecolleges.edu/ethnomusicology for requirements, courses and other information about the **Five College Ethnomusicology Program**.

## Film Studies Major

Please see www.fivecolleges.edu/film for requirements, courses and other information about the **Five College film studies major.**

## International Relations Certificate Program

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@fivecolleges.edu or call 413-542-5264.

# Latin American Studies Certificate Program

Please see www.fivecolleges.edu/latinamericanstudies for requirements, courses and other information about the **Five College Certificate in Latin American, Caribbean and Latino Studies**.

# Logic Certificate Program

Please see www.fivecolleges.edu/logic for requirements, courses and other information about the **Five College Logic Certificate Program.**

# Middle East Studies Certificate Program

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 and Indigenous Studies Certificate Program

Please see www.fivecolleges.edu/natam for requirements, courses and other information about the **Five College Certificate in Native American and Indigenous Studies.**

# Queer, Trans and Sexuality Studies

Please see www.fivecolleges.edu/queerstudies for requirements, courses and other information about the **Five College Certificate in Queer, Trans and Sexuality Studies.**

# Reproductive Health, Rights and Justice Certificate Program.

Please visit https://www.fivecolleges.edu/reproductive-health-rights-justice/people for requirements, courses and other information about the **Five College Reproductive Health, Rights and Justice Program.**

# Russian, East European and Eurasian Studies Certificate Program

Please see www.fivecolleges.edu/reees for requirements, courses and other information about the **Russian, East European and Eurasian Studies Certificate Program**.

## 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, gender identity and expression, genetic information, age, disability, or service in the military or other uniformed services.

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

For more information, please contact the adviser for equity complaints, College Hall 302, 413-585-2141, or visit www.smith.edu/diversity.

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

The college is required by law to publish an annual report with information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual report are available from Campus Safety, 126 West Street, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to the director for campus safety at 413-585-2491.


## SMITH COLLEGE CATALOG
## September 2021

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The course listings 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.



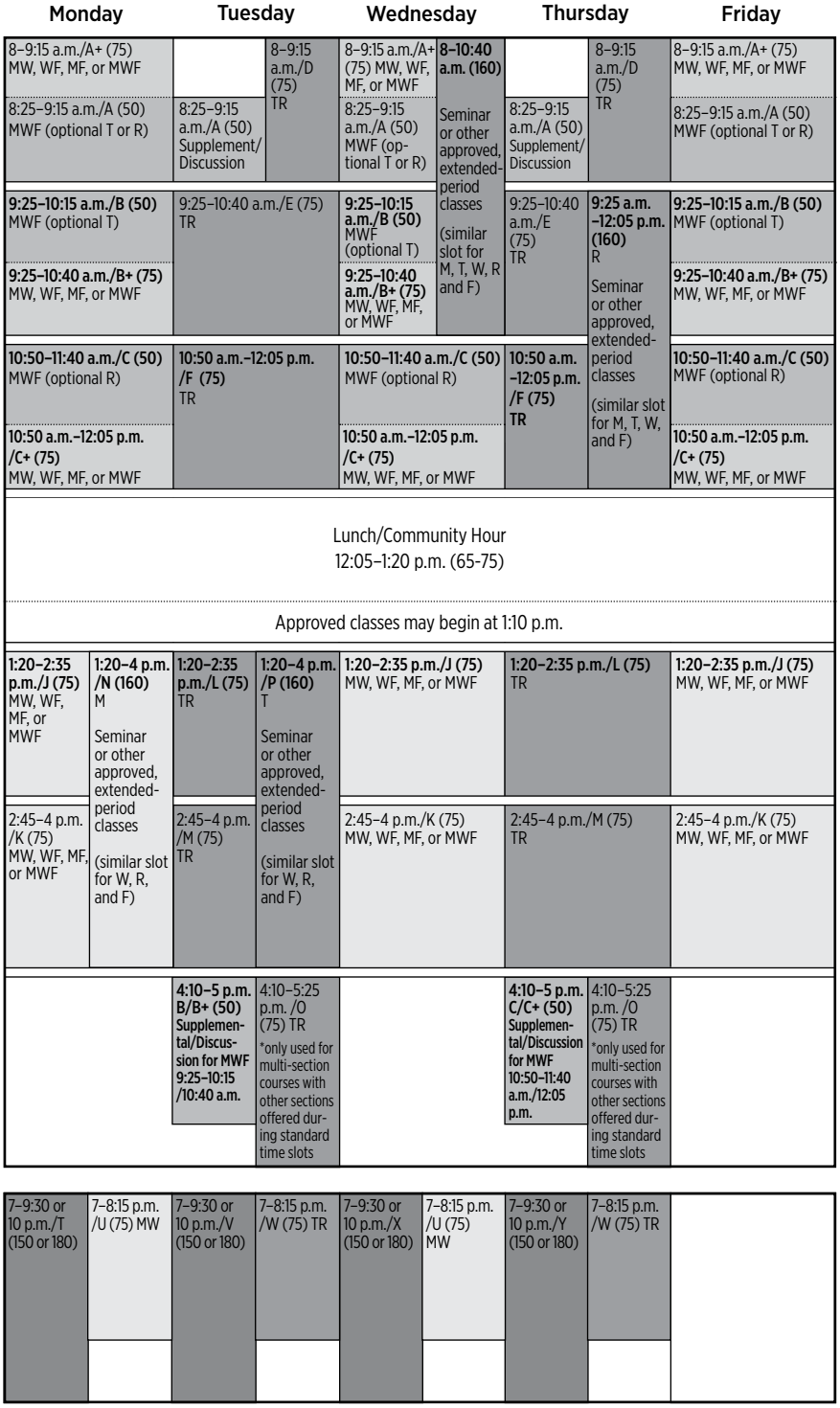
Smith College
Northampton, Massachusetts 01063
413-584-2700


# 2021–22 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.




**Notes: Consecutive 75-minute blocks may be combined to form 160-minute blocks for seminars, labs, studio, performance and other courses approved by CAP to meet for extended time. Courses may not overlap more than two (full) time blocks unless approved by CAP. Peak class times appear in bold.**

Smith College
Northampton, MA 01063

SMITH COLLEGE