CATALOG 2022–23

Smith College

SMITH COLLEGE CATALOG
2022–23

Smith College
Northampton, Massachusetts 01063
413-584-2700

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Class Schedule inside back cover

Inquiries and Visits

Check smith.edu/covid19 for updated campus COVID-19 protocols. Please visit smith.edu/admission-aid/visit for 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.) The college allows some staff to work hybrid remote schedules. You may be able to make appointments to speak with office staff virtually at those 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
College Hall, 413-585-4900

Deanna Dixon '88, Dean of Admission
7 College Lane, 413-585-2500; 800-383-3232

Campus tours, virtual information sessions and virtual interviews are available for prospective students. Please visit smith.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

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

Susannah Howe, Dean of the Junior Class, 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
Faith McClellan, Dean of Career Services;
Drew Hall, 413-585-2570

College Relations
Julia Yager, Vice President for College Relations; 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/accreditation

Academic Calendar 2022–23

Fall Semester 2022

Thursday, September 1
Central check-in for entering first-year students, transfer students, and Ada Comstock scholars

Thursday, September 1–Monday, September 5
Orientation for entering students

Tuesday, September 6
Classes begin

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

Saturday, October 8–Tuesday, October 11
Autumn recess

To be announced: Sherrerd Teaching Prize Ceremony
The Sherrerd Prize for Distinguished Teaching is given annually to Smith faculty members selested for their teaching records and demonstrated enthusiasm and excellence.

Friday, October 28–Sunday, October 30
Family Weekend

Thursday, November 15
Cromwell Day—Morning and afternoon classes only canceled.

Wednesday, November 23–Sunday, November 27
Thanksgiving recess (houses close at 10 a.m. on November 24 and open at 1 p.m. on November 27)

Tuesday, December 13
Classes end

Wednesday, December 14–Saturday, December 17
Pre-examination study period

Sunday, December 18–Wednesday, December 21
Examinations

Thursday, December 22, 2022–Sunday, January 1, 2023
Winter recess (houses close at 10 a.m. on December 22 and open at 1 p.m. on Tuesday, January 3 for Interterm)

Interterm 2023

Wednesday, January 4–Tuesday, January 24

Spring Semester 2023

Monday, January 23–Wednesday, January 25
Orientation for entering students

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

Thursday, February 23
Rally Day—Afternoon classes are canceled.

Saturday, March 11–Sunday, March 19 (tentative)
Spring recess (houses close at 10 a.m. on March 11 and open at 1 p.m. on March 19)

Monday, April 3–Friday, April 14
Advising and course registration for the first semester of 2023–24

Thursday, May 4
Last day of classes

Friday, May 5–Monday, May 8
Pre-examination study period

Tuesday, May 9–Friday, May 12
Final examinations

Saturday, May 13
Houses close at 10 a.m. for all students except ’23 graduates, extended housing and summer housing residents.

Sunday, May 21
Commencement

Monday, May 22
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 course sections 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 and Italian
Government
History
Jewish Studies
Latin American and Latino/a Studies
Mathematical Sciences
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 **journalism** concentration connects students with the Jacobson Center for Writing, Teaching and Learning and to public writers at Smith and beyond, enabling students to build a journalistic portfolio, hone public writing skills, and consider the role of journalism in society; 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 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 48 transferable credits. 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, go to the "How to Apply" page for Ada Comstock Scholars at smith.edu/adacomstock/apply or the Ada Comstock Scholars Program Page: smith.edu/adacomstock.

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 academic 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 (apartments or student residence halls) are also available. 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. Available for fall or spring; can be combined with Track B or C for a year long option. No French required for fall. At least one semester of college-level French is required for spring.
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 program. 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. Available fall or spring; can be combined with Track A or B for a year-long option. No French required for fall. At least one semester of college-level French required for spring.

Hamburg
The The Hamburg program offers opportunities for enrollment in the *Universität Hamburg*, the Technical University of Hamburg (Engineering School), the University of Applied Sciences, as well as a practicum track. 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.

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.

Students follow one of two tracks:

A. University Studies Program
   The program begins with a cultural orientation, intensive language study and excursions. Students enroll courses based on their language ability, including a German language course, university courses taught in German or English, and optional program courses in German history and culture. Students can combine their academic work with a practical experience. Available for academic year or spring. Two years of college-level German required for the full-year program. At least three semesters of college-level German required for spring.
B. Practicum Program
   Students pursue a practicum project, which may be either an internship, voluntary work, or a research project. Students earn credit through a practicum course, a German language course and two additional courses at the Smith Center. Available for fall; can be combined with Track A for a year-long option. At least two semesters of college-level German required for fall.

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 Normale Supérieure d'Architecture–Val de Seine.* University courses may be supported with tutorials. Courses and seminars are also arranged exclusively for Smith students and offered at the Smith Center. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

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, 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.

Smithsonian Internship Program

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 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/engineeringopportunities. 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 2022	Class of 2023	Class of 2024	Class of 2025	Ada Comstock Scholars	Totals
Northampton area*	541	563	648	723	44	2,519
Not in residence	49	45	13	6	1	114

Five College course enrollments at Smith:	
First semester	213
Second semester	265

Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	57	16	2

Smith Students Studying in Off-campus Programs

	Florence	Geneva	Hamburg	Paris
Smith students	4	11	0	18
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 2015 was 91 percent by May 2021. (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	5
Arizona	51
Arkansas	4
Armed Forces Europe	1
Armed Forces Pacific	1
California	265
Colorado	24
Connecticut	127
Delaware	10
District of Columbia	10
Florida	38
Georgia	25
Hawaii	6
Idaho	4
Illinois	56
Indiana	14
Iowa	11
Kansas	4
Kentucky	10
Louisiana	9
Maine	54
Maryland	59
Massachusetts*	485
Michigan	19
Minnesota	40
Mississippi	2
Missouri	10
Montana	2
Nebraska	3
Nevada	5
New Hampshire	38
New Jersey	102
New Mexico	10
New York	340
North Carolina	25
Ohio	21
Oklahoma	5
Oregon	30
Pennsylvania	73
Puerto Rico	2
Rhode Island	28
South Carolina	4
Tennessee	11
Texas	79
Utah	7
Vermont	51
Virginia	32
Washington	73
West Virginia	2
Wisconsin	12
Wyoming	2

Foreign Countries

Austria	1
Bangladesh	4
Botswana	1
Brazil	1
Burundi	1
Canada	12
Chile	1
Cyprus	2
Ecuador	1
Egypt	1
Ethiopia	1
France	7
Georgia	1
Germany	3
Ghana	4
Greece	2
Hong Kong	4
India	14
Italy	2
Jamaica	2
Japan	8
Jordan	2
Kazakhstan	2
Kenya	8
Kyrgyzstan	1
Lebanon	2
Mauritius	2
Mongolia	3
Morocco	4
Myanmar	2
Nepal	3
Netherlands	1
Nigeria	1
Pakistan	5
Palestine	1
Paraguay	2
People's Republic of China	150
Peru	1
Philippines	4
Poland	1
Republic of Korea (South)	13
Republic of Singapore	2
Romania	1
Russian Federation	1
Rwanda	4
Saudi Arabia	3
Senegal	1
Sierra Leone	1
Singapore	3
Somalia	1
South Africa	4
Spain	2
Sudan	1
Switzerland	4
Taiwan	4
Thailand	2
Tunisia	4
Turkey	1
Ukraine	2
United Arab Emirates	2
United Kingdom	3
Uruguay	1
Vietnam	5
Zambia	1
Zimbabwe	4

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

Majors

	Class of 2022 (Seniors)	(Honors)	Class of 2023	Ada Comstock Scholars	Totals
Government	73	4	57	2	132
Psychology	46		62	6	114
Biological Sciences	45	12	43	2	90
Statistical and Data Sciences	38	1	50	1	89
English Language and Literature	39	4	40	4	83
Computer Science	41	2	37	1	79
Engineering Science	36	4	25		61
Sociology	27		26	2	55
Neuroscience	22	5	29		51
Mathematics	30	1	20	1	51
Environmental Science & Policy	26		19		45
Study of Women and Gender	16		29		45
Anthropology	23		21		44
Quantitative Economics	19	2	24	1	44
Economics	19	1	23		42
Education and Child Study	17	1	22	1	40
Biochemistry	20	12	18		38
History	20	3	16	1	37
Art: Studio	20	1	16		36
Spanish	18		14		32
Film and Media Studies	14	2	12	3	29
Chemistry	14	4	12		26
Art: History	11		14		25
Geosciences	14	5	9		23
Theatre	14	1	7	2	23
American Studies	13	2	6	1	20
Philosophy	8	1	9		17
Physics	11	2	6		17
Art: Architecture & Urbanism	6		9	1	16
French Studies	7		8	1	16
Astronomy	8	2	6		14
East Asian Languages and Cultures	6	1	7		13
Comparative World Literatures	8	1	4		12
Religion	7	4	4		11
Africana Studies	3	1	7		10
Russian, East European, Eurasian Studies	3		6		9
Dance	6		3		9
Latin American Studies	3		4	1	8
Music	1		7		8
Classical Studies	4		3		7
Engineering Arts	4		3		7
Italian Studies	1		6		7
East Asian Studies	2		3		5
Linguistics	2		3		5
Middle East Studies	2		3		5
Portuguese-Brazilian Studies	3	1	2		5
German Studies	4				4
Classics	1			1	2
Jewish Studies			2		2
Medieval Studies	1		1		2
Student Designed Program	1		1		2
African Studies	1	1			1
Cognitive Science	1				1
Cultural Geography			1		1
Dance Kinesiology			1		1
Logic			1		1
Speech and Language Science			1		1
World Literatures			1		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 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 the Fellowships and Postgraduate Scholarships Program at fellowships@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 friendly and professional 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. Monday, Tuesday and Thursday; 10 a.m. to 4 p.m. on Wednesday and Friday (Eastern time). Send email to SFS@smith.edu or visit the website at 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.

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. Checks should be made payable to Smith College and include the student's name and ID number on the front.

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

2022–23 Comprehensive Fee (required institutional fees)

	Fall Semester	Spring Semester	Total
Tuition	$29,240	$29,240	$58,480
Room and Board*	10,170	10,170	20,340
Student activities fee	144	144	288
Comprehensive fee	$39,554	$39,554	$79,108

* 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	$1,830

Fees for Ada Comstock Scholars

Tuition per semester	
1–7 credits	(per credit) $1,830
8–11 credits	$14,640
12–15 credits	$21,960
16 or more credits	$29,240

Student Activities Fee

The $288 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.

2022–23 Optional Fees

Student Medical Insurance
The Student Medical Insurance fee has not yet been set for 2022–23. In 2021–22, the annual fee was $2,884. The Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.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
Admitted students pay an enrollment deposit of $500 in order to reserve a place in the incoming class. High need students may have the enrollment deposit amount reduced or waived, as determined by the Offices of Admission and Student Financial Services. The full amount of the deposit paid will be applied to the student's first semester fees.

Fee for Riding Classes—per semester
Riding lessons are available to all students at the college. The lessons are held at Muddy Brook Farms in Hadley. The barn is on the PVTA bus route. Smith College has vans available for driver certified students to use. The Smith riding team uses this facility for practice and some horse shows. The fee for each semester is determined prior to the beginning of the fall semester. 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 the semester that the student attended.

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, she will not be covered under the plan and a full credit of the premium will be made. Insured students withdrawing at or after 31 days will remain covered under the plan for the full period for which the premium has been paid and no refund will be made available.

Other charges, such as library fines, parking fines and infirmary charges are not adjusted upon the student's withdrawal.

Contractual Limitations

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

Payment Plans and Loan Options

Smith College does not include student loans as part of our financial aid awards. Most parents and students are eligible to borrow under the educational federal loan programs, in order to finance their family contribution. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Smith also offers a monthly payment plan. Please see the financing section of our website for additional information about the payment plan, and federal loan terms and application procedures. 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. Smith College offers both merit and need-based financial aid for those who qualify. Merit awards are awarded solely by the Office of Admission prior to enrollment. Need-based aid eligibility is determined by the Office of Student Financial Services according to established college and federal policies, and is generally comprised of grant and work study. Need-based financial aid is not available for students who do not meet the published application deadlines.

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.

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 work component of the award increases after the first year, in accordance with federal and college policies. 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 only federal aid have a modified application process. Please see our website for requirements. 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 international undergraduate applicant regular decision 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 in fees will be covered by an increase in the grant and work amounts so that the calculated family contribution will remain the same each year. 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. International students may appeal only when there has been a significant life-changing event. Examples of significant life-changing events include the death of a parent or extremely high medical expenses. For those already receiving financial aid or those who applied in their first year but were determined ineligible, enrollment of a sibling in a U.S. college or university may also be considered as a situation where an exception may be granted. 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 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

Smith College need-based financial aid awards are made up of grants and campus job opportunities (work study).

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.

Work Study
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.

Outside Aid

Outside aid based on student merit or parent employment will first reduce or replace the campus job component of an award. If the outside aid exceeds the campus job 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 outside aid exceeds these costs, outside aid in excess of campus work awards 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 Assistance
State and federal grants reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will reduce the campus work component of the award. Need-based loans from state or outside agencies can be used to replace dollar for dollar campus work award. Amounts in excess of the campus work 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 umass.edu/afrotc.

Veterans Benefits

Please see our website, 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 April 2022, 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 motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from 48 states and 78 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.

As part of the college's commitment to access, affordability and equity, Smith has eliminated loans from its undergraduate financial aid packages for those students receiving institutional need-based aid, replacing those funds with institutional grants. The college will meet the full documented need, as determined by college policy, of all admitted students who apply for aid by the published deadlines. 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 their 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 them. 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, they should take the exams in their 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 high school 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. 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.

First-year students apply for financial aid at the same time as they apply for admission. The "Apply for Aid" webpage for first year applicants details deadlines and the materials required to complete the aid application. 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.

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

A personal interview is optional for first-year and transfer applicants. Interviews are required for students applying for admission the Ada Comstock Scholars program. The interview allows candidates 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. Registration is required for all interviews at smith.edu/admission-aid/interviews.

Deferred Entrance

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer of admission and paid the required deposit may defer their entrance in order to work, travel or pursue a special interest if they make this request in writing by May 15 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 their entrance due to medical reasons if they make 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 accredited institution. The student must have, at minimum, transfer credits equal to one semester of full-time work but not more than 64 credits.

For January or September entrance, consult our "How to Apply" webpage for transfer applicants at smith.edu/admission-aid/how-apply/transfer where you will find a list of required forms and deadlines, as well as descriptions for each required material.

Smith admits transfer students in the same way as we admit first-year students. We expect a strong academic record with evidence of rigor and focus and involvement in the community. The applicant must be in good standing at the institution they are attending. We consider both the transfer applicant's recent college record and their secondary school record.

Transfer students apply for financial aid at the same time as they apply for admission. Our " Apply for Aid" webpage for transfers details deadlines and the materials required to complete the aid application.

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 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 transfer student who starts in the junior class must complete their remaining 64 credits on campus and may not study in an off-campus program.

International Students

We welcome applications from qualified international students. Information on the application process, required materials and admission deadlines, is available on the "How to apply" page for international students at smith.edu/international/apply.

Visiting Year Programs

For up-to-date information about the Visiting Year Program please visit the "How to Apply" webpage for visiting year students at: smith.edu/visitingyear/apply.

Readmission

See the Withdrawal and Readmission section.

Ada Comstock Scholars Program

Information about the admission process for the Ada Comstock Scholars program can be found on our "How to Apply" webpage for Ada Comstock Applicants at smith.edu/adacomstock/apply. In the admission process, particular emphasis is placed on academic achievement, an autobiographical essay and the required interview. A candidate should schedule their interview appointment before submitting their application prior to the application deadline.

Ada Comstock Scholars are expected to have completed approximately 48 transferable liberal arts credits before matriculation at Smith. On average, Ada Comstock Scholars transfer in with 48–50 college-level liberal arts credits. Students who have completed 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. The Ada Comstock Scholars program is open to those who meet the federal definition of an independent student: they must be at least 24 years old by December 31 of the academic year they enter Smith, or have veterans status or have a dependent other than a spouse. Normally, an applicant admitted as a student of traditional age will not be permitted to change their class status to Ada Comstock Scholar until five years after they withdraw as a student of traditional age.

A brief description of the program can be found on page 9. 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 Load

The normal course load 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 load 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 load 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. First-year students need approval from the dean of the first-year class. 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 academic 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 free 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 electronically 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 (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 first-year 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 the student information system 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 (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 load, 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 review on the registrar's office website, 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 that do not overlap with Smith's term and courses taken on the Five College interchange.

Transfer credit policies and guidelines are published online on the registrar's office website. 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 degree 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, 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. Course work 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 degree 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 Return

There are two ways in which a student can be separated from Smith:

1. Leave of Absence:

Reasons to take a leave of absence:

- Personal reasons (i.e. full-time employment, family circumstances, volunteer, etc.)
- Off-Campus Study (i.e. study abroad programs; study elsewhere in the US)

The request for a leave of absence can be for a semester or an academic year. However, such a request needs to happen on:

- June 1 for the fall semester or academic year
- December 1 for the spring semester

Students in good academic standing can consult with their class dean for exceptions to these deadlines. Please note these exceptions are subject to a $500 administrative processing fee.

All students expected to earn academic credit while on leave need to have course-work pre-approved by the Office of the Registrar (see smith.edu/about-smith/registrar/transfer-credit). Those planning to apply any credit toward the major must consult with the appropriate academic department as well.

If you transferred to Smith with 38 or fewer credits, you may study abroad for a semester or a year; however, if you transferred between 39–54 credits, you may study abroad for one semester. In both instances you need to work closely with the Office of the Registrar and your class dean to ensure that credits have been properly applied to your Smith record and residency requirements have been met. For further information, please refer to the "Transfer Admission" and "Requirements for the Degree" sections in this catalog.

2. Withdrawal During the Semester

Reasons to withdrawal:

- Personal reasons (i.e. full-time employment, family circumstances, volunteer, etc.)
- Medical reasons (i.e. health and safety, policy on required medical withdrawal can be found at smith.edu/about-smith/offices/student-affairs/student-handbook/withdrawal-and-return-college)
- Academic reasons (i.e. poor academic record, the Administrative Board may require you to withdraw before the semester starts)
- Conduct (i.e. sanctions from conduct board or honor board)
- Administrative withdrawal

A student who withdraws from the college within the first five weeks of the semester may be allowed to repeat the semester to complete their degree. This must be approved by the Administrative Board. Normally, a student loses the semester if they withdraw after the fifth week. The Administrative Board will not typically allow an extra semester at Smith to complete the degree if a student withdraws after week five.

3. Withdrawal Between Semesters:

A student planning to withdraw from the college between semesters should notify their 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.

Returning from withdrawal:
Students returning from any withdrawal, taken for any reason, must apply to return, detailed information about the process is detailed in the class deans website.

For the return from medical withdrawal policy please visit the Student Handbook.

Special Circumstances—Short-Term Leave During the 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. When students return from a short-term leave they must meet with their class dean to plan for the remainder of the semester.

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 varies by program: master of biological sciences and master of fine arts in theatre, January 15; master of fine arts in dance, January 4; master of science in exercise and sport studies and post-baccalaureate/mathematics, March 15; and master of arts in teaching, rolling admission beginning November 1 and ending April 15. The master of fine arts in theatre, master of arts in teaching, and post-baccalaureate/mathematics programs offer spring admission when space is available.

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: smith.edu/dance and 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	$58,480
16 credits or more per semester	
Part-time tuition	
Fee per credit	$1,830
M.A.T. summer session	$2,500
Continuation fee, per semester	$60
Room only for the academic year	$10,260
Health insurance estimate	
(Academic year)	$2,900
(June 15 through academic year)	$3,400

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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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

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Executive Assistant to the President

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Associate Dean of the College and Dean of the Senior Class

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Director of Disability Services

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Dean of the Sophomore Class and Ada Comstock Scholars

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Associate Dean of Students

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Associate Dean of Integrative Learning

Jane Stangl, Ph.D.
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Associate Dean for International Students and Scholars

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Vice President for Enrollment

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Director of Learning, Research and Technology

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Deputy Chief Information Officer

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Ellen Wall
Senior Director, IT Change Management

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Lisa Howie, M.B.A.
Chief Investment Officer

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Associate Vice President for Analytics and Institutional Research

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Director

Lazarus Center for Career Development

Faith McClellan
Dean of Career Services

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Dean of Libraries

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Director of Learning, Research and Technology

TBD
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

Tiffany Bradley
Associate Director of Communications

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

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

TBD
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.
Security Manager

Nina Pelaez
Associate Director of Learning and Interpretation

Justin Thomas, B.F.A.
Visitor Experience Manager

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

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Bill E. Peterson, Ph.D.
Associate Provost

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

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Gretchen Herringer, B.A.
Registrar

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Director, Schacht Center

Tara Dumont, M.D.
College Physician

Kaitlin Rooks, R.N.
Director of Medical Operations

Michelle M. Marchese, L.I.C.S.W.
Director of Counseling Services

TBD
Director of Health Promotion and Education

School for Social Work

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

Megan Harding
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Associate Dean of Graduate Enrollment
and Student Services

Spinelli Center for Quantitative Learning

Catherine McCune, Ph.D.
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Standing Committees

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Committee on Educational Technology
Jordan Crouser (2023); Judith Keyler-Mayer (2023); Jennifer Malkowski (2023); Faculty Council Representative nonvoting (Nathan Derr)

Committee on Faculty Compensation and Development
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Committee on Grievance
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Lecture Committee
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Committee on Tenure and Promotion
Nalini Bhushan (2024); Alexandra Keller (2023); James Lowenthal (2023); Kate Queeney (2025); Nancy Whittier (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
Majors and Minors in the Department of German and Italian	GIT	I
German Studies	GST	I
Italian Studies	ITL	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
Interdepartmental Major and Minor in Jewish Studies	JUD	I/II
Concentration in Journalism	JNX	
Indepartmental 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
Majors and Minor in the Department of Mathematical Sciences	MTH	III
Major and Minor: Mathematics	MTH	III
Minor: Mathematical Statistics	MST	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 2022–23
*2	absent fall semester 2023–24
**1	absent spring semester 2022–23
**2	absent spring semester 2023–24
†1	absent academic year 2022–23
†2	absent academic year 2023–24
§1	director of a Study Abroad Program, academic year 2022–23
§2	director of a Study Abroad Program, academic year 2023–24

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, Chair of African Studies
Colin Hoag, Ph.D., Assistant Professor of Anthropology
Caroline M. Melly, Ph.D., Associate Professor of Anthropology [†2]
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

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.

Courses

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. Credits: 1
Annually, Fall, Spring

AFS 430D Honors Thesis
Credits: 4
Fall, Spring

Crosslisted Courses

AFR 202aa Topics in Africana Studies-Anthropology and the African Diaspora
See course listing in Africana Studies for full curricular details.

AFR 310 Seminar: Black Political Economy-From Slavery to Reparatory Justice
See course listing in Africana Studies for full curricular details.

ANT 229 Africa and the Environment
See course listing in Anthropology for full curricular details.

ENV 326 Seminar: Environmental Justice and Natural Resource Management
See course listing in Environmental Science and Policy for full curricular details.

FYS 165 Childhood in African Literature
See course listing in First-Year Seminar for full curricular details.

FRN 230ww Colloquium: Topics in French Studies-Women Writers of Africa and the Caribbean
See course listing in French Studies for full curricular details.

FRN 252cl Topics in French Cinema-Cities of Light: Urban Spaces in Francophone Film
See course listing in French Studies for full curricular details.

FRN 262 After Algeria: Revolution, Republic and Race in Modern France
See course listing in French Studies for full curricular details.

GOV 227 Contemporary African Politics
See course listing in Government for full curricular details.

GOV 233 Problems in Political Development
See course listing in Government for full curricular details.

GOV 247 International Relations in Africa
See course listing in Government for full curricular details.

GOV 257 Colloquium: Refugee Politics
See course listing in Government for full curricular details.

GOV 347cr Seminar: Topics in International Politics and Comparative Politics- Comparative Regionalization
See course listing in Government for full curricular details.

HST 234 Colloquium: Global Africa
See course listing in History for full curricular details.

HST 235 Independent Africa: A Social and Cultural History
See course listing in History for full curricular details.

HST 256 Colloquium: Making of Colonial West Africa—Race, Power and Society
See course listing in History for full curricular details.

HST 257 Beyond Bondage: African History through the Slave Trade
See course listing in History for full curricular details.

HST 258 Modern Africa
See course listing in History for full curricular details.

HST 259sp Colloquium: Topics in African History-Sport in Modern Africa
See course listing in History for full curricular details.

WLT 100cw Introduction to World Literatures-Cannibals, Witches, Virgins
See course listing in World Literatures for full curricular details.

WLT 205 Contemporary African Literature and Film
See course listing in World Literatures for full curricular details.

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature
See course listing in World Literatures for full curricular details.

WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
See course listing in World Literatures for full curricular details.

Africana Studies

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

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

The major consists of 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.

Courses

AFR 111 Introduction to Black Culture
An introduction to some of the major perspectives, themes, and issues in the field of Afro-American studies. Our focus 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
Fall, Spring, Variable

AFR 117 History of African American People to 1960
An examination of the broad contours of the history of African American people in the United States from ca. 1600 to 1960. Particular emphasis is given to how African Americans influenced virtually every aspect of U.S. society; slavery and Constitutional changes after 1865; debates on the meaning of freedom and citizenship; and the efforts to contest discrimination, segregation, and anti-Black violence. {H} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

AFR 170/ ENG 184 Survey of African-American Literature 1746–1900

Offered as AFR 170 and 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
Fall, **Spring**, Variable

AFR 175/ ENG 236 African-American Literature 1900 to the Present

Offered as AFR 175 and ENG 236. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AFR 113, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. Credits: 4
Fall, Spring, Variable

AFR 201 Colloquium: Methods of Inquiry in Africana Studies

Designed to introduce students to the methods of inquiry used for research in Africana Studies. Through intensive study of a single topic (past examples: Toni Morrison's Beloved, the American South, The Black Seventies) students will consider the formation of the field, engage canonical texts, attend lectures and learn from scholars whose work is based in a variety of disciplines. Focus will be on the challenges and opportunities made possible by doing multi- and interdisciplinary research: how and why scholars ask and approach research questions and have conversations with each other. Students may explore and develop their own research project. {S} Credits: 4
Fall, Spring, **Variable**

AFR 202aa Topics in Africana Studies-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 limited to 50. (E) {S} Credits: 4
Fall, Spring, Variable

AFR 202am Topics in Africana Studies: Art, Activism and Media

Black artist-activists have long used art and media as a means of chronicling, demanding, and inducing change. Examining film, photography, visual art, theater, literature and social media among other forms this course considers the work of Black artists and activists, their relationship to the political, and the reception of their work. We critically engage performances and representations of Blackness to explore Black subjectivity and think through how artists and activists craft space for Black agency. Our work together is animated by key questions surrounding the relationship between art and politics, media and activism, and Black art and survival. Enrollment limited to 50. (E) {A} {L} Credits: 4
Fall, Spring, Variable

AFR 202bq Colloquium: Topics in Africana Studies-Black Queer Diaspora

This interdisciplinary course explores over two decades of work produced by and about Black Queer Diasporic communities throughout the circum-Atlantic world. While providing an introduction to various artists and intellectuals of the Black Queer Diaspora, this course examines the viability of Black Queer Diaspora world-making praxis as a form of theorizing. We will interrogate the transnational and transcultural mobility of specific Black Queer Diasporic forms of peacemaking, erotic knowledge productions, as well as the concept of "aesthetics" more broadly. Our aim is to use the prism of Blackness/Queerness/Diaspora to highlight the dynamic relationship between Black Diaspora Studies and Queer Studies. {A} {H} {S} Credits: 4
Fall, Spring, Variable

AFR 202cp Topics in Africana Studies-Caribbean Political Thought and the Quest for Freedom

How have the history and geography of the Caribbean 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 limited to 40. (E) {A} {H} {S} Credits: 4
Fall, Spring, Variable

AFR 203 Colloquium: 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 limited to 20. {H} Credits: 4
Fall, Spring, Variable

AFR 223 Caribbean Cultural Thought: The Plantation, Diaspora and the Popular

The course introduces students to the main theoretical interpretations of culture in the Caribbean, and gives an overview of Caribbean cultural history. Students will be expected to analyze the impact of colonialism, race, class, gender and sexuality in the formation of Caribbean cultural practices, and to interpret cultural expression in its broadest political sense. Key theoretical terms that are central to any understanding of Caribbean cultural thought – the plantation, diaspora, creolization – will be addressed in detail in the course. These key terms in Caribbean cultural thought are mobilized in order to give students the analytical tools to consider a wide variety of Caribbean cultural practices, identity formations, and ways of interpreting social reality in the region. {H} {S} Credits: 4
Fall, Spring, Variable

AFR 245/ ENG 282 The Harlem Renaissance

Offered as AFR 245 and ENG 282. A study of one of the first cohesive cultural movements in Afican-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. Enrollment limited to 40 {L} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

AFR 289 Colloquium: 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
Fall, Spring, Variable

AFR 310 Seminar: Black Political Economy-From Slavery to Reparatory Justice

What constitutes the field of study called Black Political Economy? This course excavates a radical tradition of political economy in African diaspora studies, a tradition which has sheltered some of the most thoroughgoingly insightful perspectives on Black oppression in the Americas over the last 500 years. The course will take a wide-ranging and interdisciplinary approach which draws on several fields, including Africana intellectual history, political economy, sociological studies and cultural studies in its presentation of the field of study termed Black political economy. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {S} Credits: 4
Fall, Spring, Variable

AFR 319 Seminar: 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. Juniors & Seniors only. Instructor permission required. {H} {L} {S} Credits: 4
Annually, Fall, Spring

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

Learn how to bring your expertise in black history and culture into the public sphere. This Calderwood Seminar challenges students in an intimate workshop setting to grow as writers. Throughout the semester, students will build a writing portfolio that might include op-eds, book reviews, journal article reviews, coverage of public talks, movie reviews, and interviews with Africana studies scholars. Classes will include collaborative editing workshops, guest lectures from expert writers, and activities to build a strong writing foundation. You have learned how to write for college, now learn how to write for life. Prerequisite: At least one course in Africana studies. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. WI {H} {L} Credits: 4
Fall, Spring, Variable

AFR 354 Black Feminist Theories

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 between race, 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. Credits: 4
Fall, Spring, Variable

AFR 360/ ENG 323 Seminar: Toni Morrison

Offered as AFR 360 and 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Fall, Spring, Variable

AFR 366bb Seminar: Contemporary Topics in Africana Studies: 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 meditate 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {S} Credits: 4
Fall, Spring, Variable

AFR 366rs Seminar: Contemporary Topics in Africana Studies-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. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

AFR 367 Seminar: 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. The course is structured around addressing two major questions: what is the politics of grief and is there such a thing as a particularly black politics of grief? Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {H} {S} Credits: 4
Fall, Spring, Variable

AFR 399 Seminar: Black Latin Americas-Movements, Politics & Cultures

This course examines the extensive and diverse histories, social movements, political mobilization and cultures of Black people (Afrodescendientes) in Latin America. While the course will begin in the slavery era, most of our scholarly-activist attention will focus on the histories of peoples of African descent in Latin America after emancipation to the present. Some topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on "racial democracy," the relationship between gender, class, race, and empire, and recent attempts to write Afro-Latin American histories from "transnational" and "diaspora" perspectives. We will engage the works of historians, activists, artists, anthropologists, sociologists, and political theorists who have been key contributors to the rich knowledge production on Black Latin America. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {S} Credits: 4
Fall, Spring, Variable

AFR 400 Special Studies

By permission of the department, for junior and senior majors. Credits: 4
Fall, Spring

AFR 430D Honors Project

Credits: 4
Annually, Fall, Spring

AFR 431 Honors Project

Credits: 8
Annually, Fall, Spring

Crosslisted Courses

ANT 229 Africa and the Environment

See course listing in Anthropology for full curricular details.

ARH 280cv Colloquium: Topics in Art Historical Studies-Visual Culture and Colonization

See course listing in Art for full curricular details.

DAN 142wa Topics: Dance Forms of the African Diaspora: West African Dance

See course listing in Dance for full curricular details.

DAN 146 Hip Hop Dance

See course listing in Dance for full curricular details.

DAN 242 Dance Forms of the African Diaspora Intermediate

See course listing in Dance for full curricular details.

DAN 246 Intermediate Hip Hop

See course listing in Dance for full curricular details.

ECO 222 Economics of Race, Policy, and Mass Incarceration

See course listing in Economics for full curricular details.

EDC 243 Multicultural Education

See course listing in Education and Child Study for full curricular details.

ENG 241 The Empire Writes Back: Postcolonial Literature

See course listing in English Language and Literature for full curricular details.

ENG 308im Seminar: One Big Book-Ralph Ellison's Invisible Man from Jim Crow to Black Lives Matter

See course listing in English Language and Literature for full curricular details.

ENG 309 Seminar: Black Prison Intellectuals

See course listing in English Language and Literature for full curricular details.

FRN 230ww Colloquium: Topics in French Studies-Women Writers of Africa and the Caribbean

See course listing in French Studies for full curricular details.

FRN 380af Topics: Cultural Studies-Les Annees Folles

See course listing in French Studies for full curricular details.

FYS 170 #BlackLivesMatterEverywhere: Ethnographies & Theories on the African Diaspora

See course listing in First-Year Seminar for full curricular details.

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

See course listing in First-Year Seminar for full curricular details.

GOV 227 Contemporary African Politics

See course listing in Government for full curricular details.

HST 235 Independent Africa: A Social and Cultural History

See course listing in History for full curricular details.

HST 258 Modern Africa

See course listing in History for full curricular details.

HST 265 Citizenship in the United States, 1776–1861

See course listing in History for full curricular details.

HST 266 Emancipation and the Afterlife of Slavery

See course listing in History for full curricular details.

HST 371rs Seminar: Topics in 19th Century United States History-Remembering Slavery: A Gendered Reading of the WPA Interviews

See course listing in History for full curricular details.

PSY 263 Colloquium: Psychology of the Black Experience

See course listing in Psychology for full curricular details.

SPN 252 Spanish Colonialism in Africa

See course listing in Spanish and Portuguese for full curricular details.

SWG 235 Colloquium: Black Feminist and Queer Theory

See course listing in Study of Women and Gender for full curricular details.

THE 319 Colloquium: Shamans, Shapeshifters and the Magic If

See course listing in Theatre for full curricular details.

WLT 205 Contemporary African Literature and Film

See course listing in World Literatures for full curricular details.

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature

See course listing in World Literatures for full curricular details.

WLT 266ss Colloquium: Topics in South African Literature and Film-Saints, Saviors and Traitors: The Private and Public Lives of Nelson and Winnie Mandela

See course listing in World Literatures for full curricular details.

American Studies

Floyd D. Cheung, Ph.D., Professor of English Language and Literature
Steve Waksman, Ph.D., Professor of American Studies and Music
Christen Mucher, Ph.D., Associate Professor of American Studies, Director of the Smithsonian Program
Kevin L. Rozario, Ph.D., Associate Professor of American Studies, Chair †2
Barbara A. Mathews, Ph.D., Lecturer
Evangeline Heiliger, Ph.D., Visiting Assistant Professor

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., Sylvia Dlugasch Bauman Professor of American Studies and Professor of the Study of Women and Gender **1
Floyd D. Cheung, Ph.D., Professor of English Language and Literature †1, †2
Michael E. Gorra, Ph.D., Professor of English Language and Literature **2
Walter Lane Hall-Witt, M.A., Interdisciplinary Studies Program, Director
Evangeline Heiliger, Ph.D., Visiting Assistant Professor of American Studies
Alexandra Linden Miller Keller, Ph.D., Professor of Film and Media Studies
Jennifer C. Malkowski, Ph.D., Associate Professor of Film and Media Studies **1
Richard H. Millington, Ph.D., Professor of English Language and Literature
Christen Mucher, Ph.D., Associate Professor of American Studies, Director of the Smithsonian Program
Samuel Ng, Ph.D., Assistant Professor of Africana Studies
Melissa Parrish, Assistant Professor of English Language and Literature
Kevin L. Rozario, Ph.D., Associate Professor of American Studies †2
Andrea Stephanie Stone, Ph.D., Associate Professor of English
Michael T. Thurston, Ph.D., Professor of English Language and Literature †1, †2
Steve Waksman, Ph.D., Professor of American Studies and Music
Frazer D. Ward, Ph.D., Professor of Art

The Major

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

Requirements: The major consists of 10 four-credit courses (40 credits) in the study of American culture and society. Although majors have considerable freedom to choose courses from many different fields and departments, they must satisfy the following requirements:

- Three required "core" courses: AMS 201 (Introduction to American Culture and Society), AMS 202 (Methods in American Studies), and AMS 340 (Capstone).
- Seven elective courses that meet the following distribution requirements. (Note that any single course can fulfill multiple distribution requirements; for example, an AMS-prefixed course could also satisfy the history requirement):
  a) Two courses with an AMS prefix (in addition to the core courses).
  b) One course that studies the past and explores change over time. (Such courses can be found in a wide variety of departments including AMS, History, Africana Studies, English, Art History, Film and Media Studies, and Government.)
  c) One course that studies culture and society from a transnational/diasporic/global/comparative perspective.
  d) Three courses, chosen in consultation with the student's advisor, that engage one or more of the analytic fields below. Students must cover at least three different analytical fields to complete the major:
  1. race/ethnicity
  2. citizenship/sovereignty
  3. dis/ability
  4. gender/sexuality
  5. class
  6. popular culture
  7. media
  8. visual arts
  9. music/sound
  10. literature
  11. political economy
  12. critical science/technology studies
  13. empire/settler colonialism
  14. Native American and Indigenous studies*
  15. Asian/Pacific/American studies*
  16. environmental studies
  17. history and historicity
  18. material culture/museums
  19. knowledge production/education/epistemology
  *We highlight these fields because they are connected to certificate programs closely associated with AMS at Smith.
- Although AMS emphasizes interdisciplinary study, by the end of their senior year students should be able to name an area of focus in which they have taken 4 courses to identify their personalized pathway through the major. As a reference point, previous examples include Popular Culture, Race & Ethnicity, and Museums & Public History, but we emphasize that each student will construct and name their own focus in consultation with their adviser.

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.

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
AMS 411 Seminar: American Culture -- Conventions and Contexts
AMS 412 Research Project at the Smithsonian Institution

Courses

AMS 201 Introduction to American Studies

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
Members of department
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. Prerequisite: AMS 201 is recommended but not required {A} {H} Credits: 4
Members of department
Fall

AMS 220dm Colloquium: Topics in American Studies-Dance, Music, Sex, Romance

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 examines 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
Steve Waksman
Fall, Spring, Variable

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
Kevin Rozario
Fall, Spring, Variable

AMS 227 Trade and Theft in Early America

A seventeenth-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
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

AMS 230cc Colloquium: Topics on the Asian-American Experience-Chinese Diasporic Communities in the US and the World

The course examines the histories of different Chinese diasporic communities in the world, including the United States as they relate to themes of race, empire, ethnicity, gender, globalization, and nationalism. Enrollment limited to 20. (E) Credits: 4
Members of department
Fall, Spring, Variable

AMS 234 Living on Turtle Island: an Introduction to Indigenous and Settler Studies

In this course we will focus on situating ourselves on Turtle Island--North America. We will prioritize the Indigenous histories of our shared home, the Northeast, while also considering histories of other peoples and places across the continent. Our aim will be to develop habits of thought to help us move beyond the reflexes and limitations of settler colonialism and to consider indigeneity in our everyday lives. Interdisciplinary readings will foreground indigeneity, race, feminist and decolonial analyses. This course is open to all students. Previous knowledge of Native American or Indigenous topics is welcome but not assumed. (E) {H} {S} Credits: 4
Christen Mucher
Fall, Spring, Variable

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 department
Alternate Years, Fall, Spring

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 nineteenth 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, stand up comedy, sit-coms, satirical news, social media posts, and cancel culture debates. The course applies cultural studies, affect theory, media studies, feminist studies, and critical race studies to analyze the social, political, psychological, and emotional work of comedy. {A} {H} {S} Credits: 4
Kevin Rozario
Fall, Spring, Variable

AMS 239 Colloquium: The Culture Wars

This course places the "Culture Wars" – U.S. political battles waged over issues such as race, gender,sexuality, the family, abortion, education, guns, climate change, and even the "non-partisan" COVID-19 pandemic – into the context of recent U.S. history. The goal of the course is to invite students to thinkcritically about the workings of the Culture Wars within America's democratic political system andabout the impact of the Culture Wars on the broader sweep of life in the U.S. We will pay particularattention to the ways power relationships are manifested, and contested, through the Culture Wars. {H} {S} Credits: 4
Lane Hall-Witt
Fall, Spring, Variable

AMS 240 Colloquium: 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 "crippled" or "disabled"and the representation of disability in culture. Enrollment limited to 20. {H} {S} Credits: 4
Members of department
Fall, Spring, Variable

AMS 267 Colloquium: Queer Ecologies: Race, Queerness, Disability and Environmental Justice

What is learned by reading Queer Ecologies alongside Butler's Lilith's Brood, or Over the Hedge as environmental racism? We consider what it means to have a racialized and sexualized identity shaped by relationships with environments. We will ask: How is nature gendered, racialized, and sexualized? Why? How are analytics of power mobilized around, or in opposition to, nature? How are conceptions of "disability" and "health" taken up in environmental justice movements? 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 20. (E) {H} {S} Credits: 4
Evangeline Heiliger
Fall, Spring, Variable

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {H} Credits: 4
Barbara Mathews
Spring

AMS 340cc Seminar: Capstone in American Studies-Culture and Crisis

This seminar engages new scholarship in American Studies, with a focus on critical disability studies, critical race studies, queer ecologies, and feminist science & technology studies. This course presents an occasion to rethink approaches to interdisciplinarity, intersectionality, ethnic studies, and media & cultural studies. Likely texts include works by Alexis Pauline Gumbs, Theri A. Pickens, Sami Schalk, Harlan Weaver, Cutcha Risling Baldy, Aurora Levins Morales, Ron Chew, La Marr Jurelle Bruce, Moya Bailey, Candace Fujikane, Sylvia Wynter, and M. Remi Yergeau. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {S} Credits: 4
Members of department
Fall, Spring, Variable

AMS 351np/ ENG 384np Seminar: Topics in Writing about American Society-Creative Nonfiction Writing through Photography

This is a creative nonfiction writing workshop, wherein we will improve our writing using photography as muse, guide, foil, and inspiration. Our aim is to write long, creative non fiction pieces about current issues in American life, using photography as a method for inspiring, analyzing and improving our prose. We will be taking some photos, and doing a lot of reporting and writing, applying principles of photography such as point of view, depth of field, focus, flatness and timing to help us grapple with the essentials of narrative prose. Our stories will range from blog posts to profiles to fully realized long form, magazine-style, nonfiction articles. This is not a photography course, and if your photography improves as a result of it, that is a happy accident. Please submit a piece of original writing, of approximately 1000 words, of any genre, that you feel represents your current level of expertise. No prior experience with photography is required. Not open to students who have taken ENG 290 Writing Through Photography. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {L} {S} Credits: 4
Russ Rymer
Fall, Spring, Variable

AMS 355 Seminar: Tiny Homes in America: Salvaging the Material

This seminar combines historical, theoretical, and material cultural sources about housing justice, and housing injustice, in the United States. A significant component of the course involves teaching students how to build a tiny house, while critically considering scholarly and popular cultural sources engaging the present, past, and (potential) future roles of small homes in America. In the class, we will pay particular attention 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, and other analytics key to cutting-edge American Studies scholarship. Enrollment limited to 10. Juniors and seniors only. Instructor permission required. (E) {A} {S} Credits: 4
Evangeline Heiliger
Fall, Spring, Variable

AMS 400 Special Studies

Admission by permission of the instructor and the program director. Credits: 4
Fall, Spring

AMS 408D Special Studies

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

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
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
Fall

AMS 412 Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. {H} {S} Credits: 8
Fall

AMS 430D Honors Project

Credits: 4
Annually, Fall, Spring

AMS 431 Honors Project

Credits: 8
Annually, Fall, Spring

Crosslisted Courses

ARX 340 Seminar: Taking the Archives Public

See course listing in Archives Concentration Program for full curricular details.

ENG 291us Lakes Writing Workshop: Untelling the Story

See course listing in English Language and Literature for full curricular details.

JUD 260 Colloquium: Yiddish Literature and Culture

See course listing in Jewish Studies for full curricular details.

THE 213 American Theatre and Drama

See course listing in Theatre for full curricular details.

Ancient Studies

Advisers
Joel S. Kaminsky, Ph.D., Professor of Religion
Barbara A. Kellum, Ph.D., Professor of Art, Chair
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.)

Crosslisted Courses

Please see home department for complete course descriptions.

ARH 212 Ancient Cities and Sanctuaries
See course listing in Art for full curricular details.

CLS 150 Roots: Greek and Latin Elements in English
See course listing in Classical Languages and Literature for full curricular details.

LAT 212 Introduction to Latin Prose and Poetry
See course listing in Classical Languages and Literature for full curricular details.

LAT 330om Topics in Advanced Readings in Latin Literature I & II-Ovid's Metamorphoses
See course listing in Classical Languages and Literature for full curricular details.

GOV 261 Ancient and Medieval Political Theory
See course listing in Government for full curricular details.

HST 201 The Silk Road and Premodern Eurasia
See course listing in History for full curricular details.

HST 202 Ancient Greece
See course listing in History for full curricular details.

HST 203 Alexander the Great and the Hellenistic World
See course listing in History for full curricular details.

HST 204 The Roman Republic
See course listing in History for full curricular details.

HST 205 The Roman Empire
See course listing in History for full curricular details.

PHI 124 History of Ancient and Medieval Western Philosophy
See course listing in Philosophy for full curricular details.

REL 112 Introduction to the Bible I
See course listing in Religion for full curricular details.

REL 211 What Is the Good Life? Wisdom from the Bible
See course listing in Religion for full curricular details.

JUD 214/ REL 214 Women in the Hebrew Bible
See course listing in Religion for full curricular details.

REL 310is Seminar: Hebrew Bible-Why Do the Innocent Suffer?
See course listing in Religion for full curricular details.

ENG 202/ WLT 202 Western Classics in Translation, from Homer to Dante
See course listing in World Literatures for full curricular details.

Anthropology

Professors
Suzanne K. Gottschang, Ph.D., M.P.H. [**1]

Associate Professors
Fernando Armstrong-Fumero, Ph.D.
Caroline M. Melly, Ph.D. [†2]
Elizabeth A. Klarich, Ph.D., Chair

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

Eveillard Postdoctoral Fellow in Anthropology
China Sajadian, 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), 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: Pinky Hota

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.

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. Enrollment limited to 25. {S} Credits: 4
Fall, Spring

ANT 135/ ARC 135 Introduction to Archaeology
Offered as ANT 135 and 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
Annually, Fall, Spring

ANT 200 Colloquium: 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: ANT 130. Enrollment limited to 20. ANT Majors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

ANT 221 Thinking From Things: Method, Theory and Practice in Archaeology
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
Alternate Years, Fall, Spring

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

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. {S} Credits: 4
Fall, Spring, Variable

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

Offered as ANT 224 and 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 limited to 30. {S} Credits: 4
Fall, Spring, Variable

ANT 225 Language and Culture

This course surveys the social and cultural contexts of languages throughout the world. It examines the ways in which a human language reflects the ways of life and beliefs of its speakers, contrasted with the extent of language's influence on culture. The course focuses on topics such as identity, social factors of language use, language vitality, language politics, and issues of globalization. Each language is a repository of history and knowledge, as well as the culture, of a group of speakers. Languages and cultures from around the world will be discussed, with special focus on endangered languages. (E) {S} Credits: 4
Fall, Spring, Variable

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 noncenters 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. Enrollment limited to 30. {S} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

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: ANT 130 or permission of the instructor. Not open to first years. {S} Credits: 4
Annually, Fall, 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
Alternate Years, Fall, Spring

ANT 236 Economy, Ecology and Society

This course concerns the cultural evolution of human society, looking at changes in social organization and technological complexity from our origin as nomadic foragers to current configurations of centralized industrialized states. This course examines issues of economy (production, exchange, consumption) and ecology (human-resource interaction, adaptation, competition for resources), and looks in particular at the development and spread of capitalist relations and effect on marginal and disempowered peoples. Topics include the evolution of human society (family-level groups, local level groups and regional polities), life in subsistence-based economies, the role of surplus and the rise of political states and class inequalities, and the rise of capitalism and its contribution to globalization in the modern world system. We conclude the course with a discussion of the ecological impacts of industrial capitalism, including overexploitation, human-induced climate change and the environmental effects of war. {S} Credits: 4
Fall, Spring, Variable

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 reconstructhouseholds 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
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

ANT 241 Anthropology of Development

This course compares three explanatory models modernization theory, dependency theory, and indigenous or alternative development to understand social change today. Who sponsors development programs and why? How are power, ethnicity and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course discusses issues of gender, health care, population growth and economic empowerment with readings from Africa, Asia, Oceania and Latin America. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. {S} Credits: 4
Fall, Spring, Variable

ANT 242 Cook, Drink and Eat: The Anthropology of Food

Drawing on a holistic, multidisciplinary perspective, this course considers food as a lens through which we examine issues of identity such as gender, family, community, nationality, religion and class. Food and drink are further considered in terms of how they sustain human life. We'll explore the journey of food production, preparation, distribution and consumption as well as food scarcity, security and sovereignty. Local, national and global networks are examined in an attempt to better understand the cultural and nutritional importance of food and the role it plays in socioeconomic and political relationships. Ethnographic research will be conducted in the local community. {S} Credits: 4
Fall, Spring, Variable

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. Not open to first years. Enrollment limited to 30. {N} {S} Credits: 4
Alternate Years, Fall, Spring

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
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

ANT 258/ MUS 258 Performing Culture

Offered as MUS 258 and 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. Enrollment limited to 30. {A} {S} Credits: 4
Alternate Years, Fall, Spring

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
Annually, Fall, Spring

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
Alternate Years, Fall, Spring

ANT 273 Tourism, Development and Anthropology

Tourism, one of the largest and most lucrative world industries, is an ever growing paradox for individuals and cultures alike. While tourism provides a significant source of economic development in many countries, it often serves to further disenfranchise many people, especially those in the service economy. This class will consider different forms of tourism and the impact they have not only on economics and politics but on ethical questions that address issues of equity, gender, race, class and climate change. (E) {S} Credits: 4
Fall, Spring, Variable

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
Annually, Fall, Spring

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 limited to 10. (E) Credits: 4
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 limited to 12. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4
Alternate Years, Fall, Spring

ANT 333 Calderwood Seminar: Nature/Culture and Public Anthropology

Is it nature or culture that makes us ourselves? This question continues to provoke heated debates in American life, and anthropology has played a crucial role in them since Margaret Mead's groundbreaking account of her 1925 fieldwork on Samoan adolescents. The stakes for understanding the nature/culture dichotomy in our times are high, as we assess human impacts on the environment, how new reproductive technologies reconfigure family relations, or how race is a cultural not a biological construct. In a workshop setting, anthropology majors will develop a portfolio of public writing as they contribute to contemporary conversations about the nature/culture divide. Cannot be taken S/U. Prerequisites: course work in Anthropology. Enrollment limited to 12; Anthropology Majors only; Juniors and Seniors only. Instructor permission required. (E) {S} Credits: 4
Fall, Spring, Variable

ANT 347pp Seminar: Topics in Anthropology-Pondering Pottery

Pottery—both fragments and whole vessels—is ubiquitous in the archaeological record and provides insights into technological choices, shifting styles, food-related practices, economic relationships, and many other aspects of past lifeways. In this course we will focus on how archaeologists collect, analyze, interpret, and present information about pottery from diverse contexts across the globe. Students will have the opportunity to conduct independent research on fragmentary and complete pottery vessels and we will also utilize ethnographic and historical studies of potters to expand our understanding of these practices today. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

ANT 353cc Seminar: Topics in Anthropology-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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

ANT 353dd Seminar: Topics in Anthropology-Disability and Difference

Disability is both a universal human reality and a profoundly embodied, contested, and situated experience. This course explores this tension from a range of methodological and theoretical perspectives, with an emphasis on innovative ethnographic work. Our approach will be insistently transnational and intersectional, taking into account how disabled selves and communities are shaped by geographical and historical context, racial and ethnic identity, class background, gender, and sexuality. We will consider concepts and themes such as embodiment, citizenship and belonging, access and visibility, creativity, medicalization and diagnosis, politics and advocacy, and virtuality and technology. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

ANT 400 Special Studies

By permission of the department, for junior and senior majors. Credits: 4
Annually, Fall, Spring

ANT 404 Special Studies

Credits: 4
Annually, Fall, Spring

ANT 408D Special Studies

This is a full-year course. Credits: 8
Annually, Fall, Spring

ANT 430D Honors Project

Credits: 8
Annually, Fall, Spring

ANT 432D Honors Project

Credits: 6
Annually, Fall, Spring

Archaeology

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

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, carriesacademic 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.

Courses

ARC 112/ GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
Offered as GEO 112 and 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
Bosiljka Glumac
Fall, Spring, Variable

ANT 135/ ARC 135 Introduction to Archaeology
Offered as ANT 135 and 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
Annually, Fall, Spring

ARC 400 Special Studies
By permission of the Archaeology Advisory Committee, for junior or senior minors. Credits: 4
Annually, Fall, Spring

Crosslisted Courses

ANT 221 Thinking From Things: Method, Theory and Practice in Archaeology
See course listing in Anthropology for full curricular details.

ANT 226 Archaeology of Food
See course listing in Anthropology for full curricular details.

ANT 237 Monuments, Materials and Models: The Archaeology of South America
See course listing in Anthropology for full curricular details.

ANT 347pp Seminar: Topics in Anthropology-Pondering Pottery
See course listing in Anthropology for full curricular details.

ARH 200 China in Expansion
See course listing in Art for full curricular details.

ARH 207 Translating New Worlds
See course listing in Art for full curricular details.

ARH 212 Ancient Cities and Sanctuaries
See course listing in Art for full curricular details.

ARH 216 The Art and Architecture of the Ancient Roman World
See course listing in Art for full curricular details.

ARH 217/ CLS 217 Greek Art and Archaeology
See course listing in Classical Languages and Literature for full curricular details.

CLS 237 Artifacts of Daily Life in the Ancient Mediterranean
See course listing in Classical Languages and Literature for full curricular details.

GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
See course listing in Geosciences for full curricular details.

GEO 232 Sedimentary Geology
See course listing in Geosciences for full curricular details.

HST 201 The Silk Road and Premodern Eurasia
See course listing in History for full curricular details.

HST 204 The Roman Republic
See course listing in History for full curricular details.

HST 205 The Roman Empire
See course listing in History for full curricular details.

REL 112 Introduction to the Bible I
See course listing in Religion for full curricular details.

REL 213 Social Justice in the Hebrew Bible
See course listing in Religion for full curricular details.

JUD 214/ REL 214 Women in the Hebrew Bible
See course listing in Religion for full curricular details.

Archives Concentration

Advisory Committee
Kelly P. Anderson, Ph.D., Director
Carrie N. Baker, J.D., Ph.D. **1
Darcy C. Buerkle, Ph.D.
Maureen Callahan
Andrea Moore, Ph.D.
Christen Mucher, Ph.D.
Elizabeth Myers, Ph.D.
Samuel Ng, Ph.D.
Cornelia D.J. Pearsall, Ph.D. †1
Andrea Stephanie Stone, Ph.D.
Nanci Young
Leslie Fields
Alex Callender, M.F.A.

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 and internships, students gain knowledge of the theory and practice of archives and public history methods through which these materials are shaped into compelling narratives. 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 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 (ARX340), involving an independent research project resulting in a public history exhibit.
4. Two practical experiences or internships, totaling at least 100 hours each.

Courses

ARX 141 What I Do 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 includes active participation in class, weekly readings, and short written assignments. This course serves as a gateway for students in the Archives Concentration. S/U only. {H} Credits: 1
Members of the department
Spring

ARX 340 Seminar: 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. Juniors and seniors only. Instructor permission required. {H} Credits: 4
Kelly Anderson
Spring

Crosslisted Courses

AFR 367 Seminar: The Politics of Grief
See course listing in Africana Studies for full curricular details.

ARH 212 Ancient Cities and Sanctuaries
See course listing in Art for full curricular details.

CLS 150 Roots: Greek and Latin Elements in English
See course listing in Classical Languages and Literature for full curricular details.

LAT 212 Introduction to Latin Prose and Poetry
See course listing in Classical Languages and Literature for full curricular details.

LAT 330om Topics in Advanced Readings in Latin Literature I & II-Ovid's Metamorphoses
See course listing in Classical Languages and Literature for full curricular details.

GOV 261 Ancient and Medieval Political Theory
See course listing in Government for full curricular details.

HST 201 The Silk Road and Premodern Eurasia
See course listing in History for full curricular details.

HST 202 Ancient Greece
See course listing in History for full curricular details.

HST 203 Alexander the Great and the Hellenistic World
See course listing in History for full curricular details.

HST 204 The Roman Republic
See course listing in History for full curricular details.

HST 205 The Roman Empire
See course listing in History for full curricular details.

PHI 124 History of Ancient and Medieval Western Philosophy
See course listing in Philosophy for full curricular details.

REL 112 Introduction to the Bible I
See course listing in Religion for full curricular details.

REL 211 What Is the Good Life? Wisdom from the Bible
See course listing in Religion for full curricular details.

JUD 214/ REL 214 Women in the Hebrew Bible
See course listing in Religion for full curricular details.

REL 310is Seminar: Hebrew Bible-Why Do the Innocent Suffer?
See course listing in Religion for full curricular details.

ENG 202/ WLT 202 Western Classics in Translation, from Homer to Dante
See course listing in World Literatures for full curricular details.

Art

Professors
Barbara A. Kellum, Ph.D.
A. Lee Burns, M.S., M.F.A.
Brigitte Buettner, Ph.D., Louise Ines Doyle 1934 Professor of Art
John E. Moore, Ph.D.
Dana Leibsohn, Ph.D., Alice Pratt Brown Professor of Art [**1, *2]
Fraser Stables, M.F.A.
Lynne M. Yamamoto, M.A., Jessie Wells Post Professor of Art
Frazer D. Ward, Ph.D., Chair

Professor-in-Residence
Barry Moser, B.S., Irwin and Pauline Alper Glass Professor of Art

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. [*2]
Elisa Kim, M.Arch.
Alexis Callender, M.F.A.

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., Director and Louise Ines Doyle 1934 Chief Curator, Smith College
Museum of Art
Katherine E. Schneider, M.F.A.

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: Alexis Callender

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

Adviser: 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. ARS 163
2. ARH 247 or ARH 268
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: Alexis Callender
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.

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
Members of the department
Fall, Spring

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 "Chineseness" 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
Alternate Years, Fall, Spring

ARH 201/ POR 201 Brazilian Art Inside and Out
Offered as POR 201 and 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. {A} Credits: 4
Marguerite Harrison
Fall, Spring, Variable

ARH 204 Inkas, Aztecs and Their Ancestors
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
Dana Leibsohn
Fall, Spring, Variable

ARH 207 Translating New Worlds
In this class we ask how travel to and through the New World was imagined, described and lived by Indigenous residents as well as those who came to the Americas from across the Atlantic and the Pacific oceans. Our focus rests upon the ways in which geographies, anthropologies, material objects, and pictorial and written records shaped colonial ambitions and experiences. Among the objects we will consider: books and painted images, dyes and metals, feathers, and urban buildings. Case studies will be drawn from across the Americas, including Canada, Mexico, Ecuador, Haiti, and the United States. We will also discuss contemporary cultural practices that seek to explain, interpret, and redress colonial encounters and settlements in the Americas. Group A, Counts for ARU {A} {H} Credits: 4
Dana Leibsohn
Fall, Spring, Variable

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 Kellum
Fall, Spring, Variable

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 first century B.C.E. through the fourth century C.E., are the subject of study. We also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Group A, Counts for ARU {A} {H} Credits: 4
Barbara Kellum
Fall, Spring, Variable

ARH 217/ CLS 217 Greek Art and Archaeology
Offered as CLS 217 and 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. {A} {H} Credits: 4
Rebecca Worshem
Alternate Years, Fall, Spring

ARH 228/ MES 228 Islamic Art and Architecture

Offered as MES 228 and ARH 228. This course surveys Islamic visual art and architecture from the spread of Islam in the seventh-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. Credits: 4
Fall, Spring, Variable

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 Credits: 4
Brigitte Buettner
Alternate Years, Fall, Spring

ARH 242 Italian Art and Architecture, 1300-1575

The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units are studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena) which informs the art of generations to come. A revival of interest in the liberal arts tradition and the classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century in which such architectural designers as Brunelleschi and Alberti, sculptors such as Donatello and Verrocchio, and the painters Masaccio, Fra Angelico, Piero della Francesca, and Botticelli, among others, are examined within the context of the flowering of Humanist courts in Florence, Urbino, Mantua and Ferrara. Group A {A} {H} Credits: 4
John Moore
Fall, Spring, Variable

ARH 247/ ENG 293 Colloquium: The Art and History of the Book

Offered as ARH 247 and 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 theartistry andhistory 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. Instructor permission required. Group A, B {A} {H} {L} Credits: 4
Members of the department
Spring

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 Moore
Fall, Spring, Variable

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 Moore
Fall, Spring, Variable

ARH 258 The Arts in Eighteenth-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 Moore
Fall, Spring, Variable

ARH 272 Revolution, Industry, Empire: The Art of the Nineteenth Century

This course surveys the major trends in European art and visual culture of the century following the French Revolution of 1789. From prints ridiculing the French king to photographic reports of military conflicts in the British empire, stylistic innovations introduced by avant-garde painters to the demise of state-sponsored art institutions, this course explores how change happens in art, in society and in their relationship to one another. Through the study of Goya, the Pre-Raphaelites and Eiffel Tower, among other examples, we work to develop sophisticated definitions of "modernity" and "modernism," key concepts in the study of 19th- and 20th-century art. Group B {A} {H} Credits: 4
Kathleen Pierce
Fall, Spring, Variable

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 dageurreotype to digital media, from ne 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
Fall, Spring, Variable

ARH 280cv Colloquium: Topics in Art Historical Studies-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. Enrollment limited to 20. {A} {H} Credits: 4
Dana Leibsohn
Fall, Spring, Variable

ARH 280gi Colloquium: Topics in Art Historical Studies-Gothic in the Modern Imagination

From College Hall to Hogwarts and Romantic ruins to video games, 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. Counts for ARU. Group A, B {A} {H} Credits: 4
Brigitte Buettner
Fall, Spring, Variable

ARH 280ib Colloquium: Topics in Art Historical Studies-Playing with Ink and Brush

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
Fall, Spring, Variable

ARH 280mc Colloquium: Topics in Art Historical Studies-Meditations in Caves

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
Fall, Spring, Variable

ARH 280ss Colloquium: Topics in Art Historical Studies-Swords and Scandals

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 twentieth-century counterparts from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classics like Caligula (1979) will be scrutinized in order to gain an understanding of how the Romans functioned cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. {A} {H} Credits: 4
Barbara Kellum
Fall, Spring, Variable

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 Ward
Alternate Years, Fall, Spring

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 Ward
Fall, Spring, Variable

ARH 285pm Topics: Great Cities-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 {A} {H} Credits: 4
Barbara Kellum
Fall, Spring, Variable

ARH 285rm Topics: Great Cities-Rome

Urban and architectural history of the Eternal City, comprising seven famous hills whose summits and slopes (and the valleys in between) are a cradle of Western civilization. Extensive readings in primary sources and the analysis of works of art of all types will help us understand why Rome has constituted such an indispensable and inexhaustible point of emulative reference from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. {A} {H} Credits: 4
John Moore
Fall, Spring, Variable

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. {A} {H} Credits: 4
Frazer Ward
Fall, Spring, Variable

ARH 291ic Colloquium: Topics in Art History-Iconoclasm

Why have individuals and groups been moved to destroy art? How has art been construed as both essential, bewitching and dangerous? We 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 Moore

Fall, Spring, Variable

ARH 291id Colloquium: Topics in Art History-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) {A} {H} Credits: 4

Kathleen Pierce

Fall, Spring, Variable

ARH 291lb Colq: Topics in Art History-The Presence of the Past: Libraries as a Building Type in the Ancient Mediterranean World

This course looks at the famed third-century BCE library at Alexandria, Egypt, precedents like the library of the Assyrian king Assurbanipal at Nineveh (with epics and omen texts on clay tablets) and 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 like Labrouste's Bibliothèque Sainte-Geneviève in Paris, Snøhetta's award-winning 2002 Bibliotheca Alexandrina (on the site of the ancient library) and Maya Lin's renovation of Neilson Library (under construction), analyzing how the buildings themselves make knowledge manifest. Group A, Counts for ARU {A} {H} Credits: 4

Barbara Kellum

Fall, Spring, Variable

ARH 291ra Colloquium: Topics in Art History-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. Prerequisite: ARH 110. Enrollment limited to 18. (E) {A} {H} Credits: 4

Kathleen Pierce

Fall, Spring, Variable

ARH 297 Topics In 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 Ward

Fall, Spring, Variable

ARH 301 Seminar: 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. Juniors and seniors only. Instructor permission required. {A} {H} Credits: 4

Dana Leibsohn

Annually, Fall, Spring

ARH 320 Art & Money: A Calderwood Seminar on 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {H} Credits: 4

Barbara Kellum

Fall, Spring, Variable

ARH 352ce Seminar: Topics in Art History-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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Counts for ARU. {A} {H} Credits: 4

Yanlong Guo

Fall, Spring, Variable

ARH 352gr Seminar: Topics in Art History-The Grand Tour

In the seventeenth and eighteenth centuries, European aristocrats and others undertook journeys abroad, sometimes several years in length, to develop and hone their appreciation of history, culture and the visual arts, with Italy as the privileged destination. While sojourning here and there, tourists sought works of art (printed images importantly among them) that recorded the buildings, paintings and sculptures they had encountered, and artists in Rome and elsewhere strove to turn this demand to account. This seminar explores this and

numerous other facets of this striking and consequential form of multicultural education and precursor of modern mass tourism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {H} Credits: 4
John Moore
Fall, Spring, Variable

ARH 352vc Seminar: Topics in Art History-Visual Culture and Colonization

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? How do different forms of colonialism shape the meaning of objects? What kinds of loss does colonization produce, what kinds of resilience? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider: the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict), nationalist histories of colonial projects, and current debates about decolonization, repatriation and reparation. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {H} Credits: 4
Dana Leibsohn
Fall, Spring, Variable

ARH 374bc Seminar: Topics in 20th and 21st Century Art-Border Crossings 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {H} Credits: 4
Frazer Ward
Fall, Spring, Variable

ARH 400 Special Studies

Credits: 4
Members of the department
Fall, Spring

ARH 430D Honors Project

Credits: 4
Members of the department
Annually, Fall, **Spring**

ARS 153 Drawing Social Justice

In this course students will create new works that engage ideas of social, racial, and climate justice as central to our discussion and visual inquiry. Through artist research, short readings and prompts, students will use drawing as an expansive medium to conceptualize and relate their ideas. This course is experimental in nature and will have no defined emphasis on traditional drawing techniques, instead we will take an expanded/interdisciplinary media approach to drawing, to explore how critical questions of social justice can be developed into impactful artworks. Credits: 1
Alexis Callender
Fall, Spring, Variable

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. Instructor permission required. {A} Credits: 4
Lucretia Knapp, Amiko Li
Fall, Spring

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
Alexis Callender, Justin Kim, Elizabeth Meyersohn, Katherine Schneider, Susan Montgomery
Fall, Spring

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. {A} Credits: 4
Catalina Bestard Rotger, Susan Montgomery, Lee Burns, Lynne Yamamoto
Fall, Spring

ARS 263 Video and Time-Based 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 prerequisites. {A} Credits: 4
Lucretia Knapp
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. Students may require additional supplies and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. {A} Credits: 4
Katherine Schneider
Alternate Years, Fall, Spring

ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: ARS 163 or permission of the instructor. 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
Katherine Schneider, Elizabeth Meyersohn
Annually, Fall, Spring

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
Fall, Spring, Variable

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. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 163 or 172, or permission of the instructor. {A} Credits: 4
Lindsey Clark-Ryan
Annually, Fall, Spring

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
Lee Burns
Annually, Fall, Spring

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. Students may require additional supplies and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: ARS 172, or permission of the instructor. {A} Credits: 4
Lynne Yamamoto
Annually, Fall, Spring

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
Fall, Spring

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 River
Annually, Fall, Spring

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
Elisa Kim
Annually, Fall, Spring

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. Students may require additional supplies and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 280 or permission of the instructor. Credits: 4
Elisa Kim
Annually, Fall, Spring

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
Annually, Fall, Spring

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, CD-ROM 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. {A} {M} Credits: 4
John Slepian
Annually, Fall, Spring

ARS 362 Painting II
Painting from models, still life and landscape using varied techniques and conceptual frameworks. Students may require additional supplies and are responsible for purchasing them directly. Prerequisites: ARS 266. Instructor permission required. {A} Credits: 4
Members of the department
Alternate Years, Fall, Spring

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. Instructor permission required. {A} Credits: 4
Alexis Callender
Alternate Years, Fall, Spring

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
Katherine Schneider
Alternate Years, Fall, Spring

ARS 370se Topics in Installation Art-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. Students may require additional materials and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: One studio art course. Instructor permission required. {A} Credits: 4
Lynne Yamamoto
Fall, Spring, Variable

ARS 372 Printmaking, Mark-Making, Image-Making, World-Making

Advanced study of printmaking and the function of the printed image. Students will produce a portfolio of self-directed work using a variety of processes, including intaglio, relief and some lithographic techniques. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: at least one 200-level printmaking course or permission of the instructor. {A} Credits: 4
Lindsey Clark-Ryan
Annually, Fall, Spring

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. Credits: 4
Lee Burns
Annually, Fall, Spring

ARS 376 Printmaking: Color, Texture and Scale

This course is an opportunity for students to expand upon their existing printmaking knowledge andlearn 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 atambitious 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 requiredfor individual projects. Prerequisite: one 200-level printmaking course. Enrollment limited to 12. Instructor permission required. {A} Credits: 4
Lindsey Clark-Ryan
Alternate Years, Fall, Spring

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
Elisa Kim
Annually, Fall, Spring

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. Students may require additional supplies as well and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisites: ARS 280 and ARS 281. Instructor permission require {A} Credits: 4
Elisa Kim
Annually, Fall, Spring

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
Naima Green
Alternate Years, Fall, Spring

ARS 384lv Topics in Photography: 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. This course can be repeated once for credit with a different topic. Enrollment limited to 12. Prerequisites: ARS 282 . Instructor permission required. {A} Credits: 4
Members of the department
Fall, Spring, Variable

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
Fall

ARS 389/ LSS 389 Broad-Scale Design and Planning Studio

Offered as LSS 389 and 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. Previous studio experience and two architecture and /or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. Instructor permission required. {A}
Reid W. Bertone-Johnson
Fall, Spring, Variable

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. Students may require additional materials and are responsible for purchasing them directly. Enrollment limited to 15, three students from each of the five colleges. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. {A} Credits: 4
Members of the department
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. Senior ARS Majors only. {A} Credits: 4
Alexis Callender, Amiko Li
Spring

ARS 400 Special Studies

Normally for junior and senior majors. Written project description required. Students may require additional materials and are responsible for purchasing them directly. Credits: 4
Members of the department
Annually, Fall, Spring

ARS 430D Honors Project

Special approval required. Credits: 4
Members of the department
Annually, Fall, Spring

ARS 581 Studies in Studio Art

Credits: 4
Members of the department
Fall, Spring, Variable

ARU 430D Honors Thesis

Credits: 8
Members of the department
Annually, Fall, Spring

Crosslisted Courses

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

See course listing in American Studies for full curricular details.

CLS 238 The Age of Heroes: Archaeology of the Eastern Mediterranean Bronze Age

See course listing in Classical Languages and Literature for full curricular details.

FMS 350sd Seminar:Topics-Questions of Cinema-Film and Visual Culture from Surrealism to the Digital Age

See course listing in Film and Media Studies for full curricular details.

FYS 197 On Display: Museums, Collections and Exhibitions

See course listing in First-Year Seminar for full curricular details.

IDP 325 Art/Math Studio

See course listing in Inter/Extradepartmental IDP for full curricular details.

LAS 291 Colloquium: Decolonize This Museum?

See course listing in Latin American Studies for full curricular details.

LAS 301ae Seminar: Topics in Latin American and Latino/a Studies-Contesting Space: Art, Ecology, Activism

See course listing in Latin American Studies for full curricular details.

Arts and Technology

Advisers
Rodger Fleming Blum, M.F.A., Professor of Dance [**2]
Johanna Brewer, Assistant Professor of Computer Science
Edward M. Check, M.F.A., Senior Lecturer in Theater [†1]
Barbara A. Kellum, Ph.D., Professor of Art, Chair
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 that 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 and 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 110 Introduction Computer Science
- 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 and Technology Minor Adviser.

- ENG 100 Engineering for Everyone
- CSC 120 Object-Oriented Programming
- 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 and Technology Minor Adviser:

- 400 – 4-credit Special Studies

Crosslisted Courses

ARS 162 Introduction to Digital Media
See course listing in Art for full curricular details.

ARS 263 Video and Time-Based Digital Media
See course listing in Art for full curricular details.

ARS 361 Interactive Digital Multimedia
See course listing in Art for full curricular details.

CSC 110 Introduction to Computer Science
See course listing in Computer Science for full curricular details.

CSC 212 Programming With Data Structures
See course listing in Computer Science for full curricular details.

EGR 100ee Topics: Engineering for Everyone-Energy and the Environment
See course listing in Engineering for full curricular details.

EGR 100hh Topics: Engineering for Everyone-Challenges in Human Health
See course listing in Engineering for full curricular details.

EGR 100sw Topics: Engineering for Everyone-Sustainable Water Resources
See course listing in Engineering for full curricular details.

ARS 389/ LSS 389 Broad-Scale Design and Planning Studio
See course listing in Landscape Studies for full curricular details.

PHY 117 Introductory Physics I
See course listing in Physics for full curricular details.

THE 100 The Art of Theatre Design
See course listing in Theatre for full curricular details.

THE 253 Introduction to Lighting Design
See course listing in Theatre for full curricular details.

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 and Kimberly Ward-Duong

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), 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, any 200 level astronomy course, 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: James Lowenthal or Kimberly Ward Duong

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
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} Credits: 4
Spring

AST 103 Sky and Telescopes
Discover how astronomers know about the universe by observing the light that comes to us from distant objects. View the sky with your naked eye, binoculars, and a small telescope. Take pictures with a professional telescope, and examine astronomical images. Designed for non-science majors. Enrollment limited to 20 students per section. {N} Credits: 3
Fall

AST 104 Alien Worlds
This course explores the study and search for extraterrestrial worlds. We will study in detail our own solar system, the formation and evolution of planets, planets outside of our solar system (known as exoplanets), and the architecture of planetary systems. We will investigate the detection techniques developed by astronomers to discover and characterize exoplanets. We will explore what makes a planet habitable, the possibility for extraterrestrial life,

and the potential for the discovery of extraterrestrial life in the future. We will also explore how science works emphasizing that science is a dynamic process and not just a set of facts. {N} Credits: 4
Fall, Spring, Variable

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
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
Spring

AST 200 Astronomical Data Science
This course introduces the computational, statistical and data visualization techniques essentialto research and further coursework in astronomy and other STEM majors. Students will learn how to use the Python programming language to analyze and manipulate data; how to create, interpret, and present visualizations of those data; and how to apply statistical analysis techniques to astronomical data. We will use real databases from major international observatories spanning a variety ofresearch areas, e.g., star properties across the galaxy, exoplanet discoveries, deep surveys of distant galaxies, asteroids and comets in the solar system, and more. Prerequisites: AST 100, 111 or 228; CSC 111 or equivalent recommended. (E) {N} Credits: 4
Fall, Spring, Variable

AST 214 Astronomy & Public Policy
This course 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} {S} Credits: 4
Alternate Years, Fall, Spring

AST 226 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. {N} Credits: 4
Alternate Years, Fall, Spring

AST 228 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
Spring

AST 335 Astrophysics II: Stellar Structure
The same basic laws that describe stars also describe planets. We learn about equations of state as well as radiative and convective heat transport in order to understand the steady-state structure of stellar and planetary interiors and atmospheres. We then see how waves propagate through these bodies, producing stellar pulsations, earthquakes and weather. Prerequisites: AST 228 and four semesters of college physics. {N} Credits: 4
Fall, Spring, Variable

AST 337 Observational Techniques in Optical and Infrared Astronomy
In this course 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 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
Fall

AST 352 Astrophysics III: Galaxies and the Universe
The application of physics to the understanding of astronomical phenomena related to galaxies. Dynamics and structure of stellar systems: the virial theorem and Jeans' equations and their applications; galaxy rotation and the presence of dark matter in the universe; spiral density waves. The stellar content of galaxies: star formation and the principle of stellar population synthesis. Physical processes in the gaseous interstellar medium: photoionization and HII regions and emission lines; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Quasars and active galactic nuclei: synchroton radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics beyond PHY 118. {N} Credits: 4
Fall, Spring, Variable

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: 4
Fall, Spring

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: 4
Fall

Biochemistry

Professors
Stylianos P. Scordilis, Ph.D. (Biological Sciences) **2
Steven A. Williams, Ph.D. (Biological Sciences)
David Bickar, Ph.D. (Chemistry)
Christine Ann White-Ziegler, Ph.D. (Biological Sciences)
Cristina Suarez, Ph.D., Chair (Chemistry) **1
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 fulfilling the biochemistry major requirements.

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 professional 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

Courses

BCH 252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Corequisite: BCH 253 must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3
Members of the department
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. Corequisite: BCH 252. {N} Credits: 2
Members of the department
Spring

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. Corequisite: BCH 336 must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3
Members of the department
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. Corequisite: BCH 335. {N} Credits: 2
Members of the department
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. Corequisite: BCH 353 must be taken concurrently by biochemistry majors; optional for others. {N} Credits: 3
Members of the department
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. Prerequisite: BCH 352 may be taken concurrently. {N} Credits: 2
Members of the department
Fall

BCH 380cc Seminar: Topics in Biochemistry-Cancer Cells Out of Control
Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar considers chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and BIO 203. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Members of the department
Fall, Spring, Variable

BCH 390 Biochemical Research Using Advanced Techniques
This hands-on proteomics research course will utilize state-of-the-art mass spectrometry and proteomics techniques in student/faculty-designed projects. The lecture periods will be used for experimental design, discussion of relevant literature, and primers on mass spectrometry data analysis and other related topics, as well as starting experimental protocols that require longer time periods. Prerequisites: BCH 252 and 253. Enrollment limited to 12. Instructor permission only. Credits: 4
Members of the department
Alternate Years, Fall, Spring

BCH 400 Special Studies
S/U only. Credits: 5
Fall, Spring

BCH 400D Special Studies
Variable credit (2 to 10) as assigned. S/U only. Credits: 5
Annually, Fall, Spring

BCH 430D Honors Project
Credits: 4
Annually, Fall, Spring

BCH 432D Honors Project
Credits: 6
Annually, Fall, Spring

Crosslisted Courses

BIO 132 Molecules, Cells, and Systems
See course listing in Biological Sciences for full curricular details.

BIO 133 Research in Molecules, Cells, and Systems
See course listing in Biological Sciences for full curricular details.

BIO 200 Animal Physiology
See course listing in Biological Sciences for full curricular details.

BIO 201 Animal Physiology Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 202 Cell Biology
See course listing in Biological Sciences for full curricular details.

BIO 203 Cell Biology Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 204 Microbiology
See course listing in Biological Sciences for full curricular details.

BIO 205 Microbiology Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 206 Plant Diversity and Function
See course listing in Biological Sciences for full curricular details.

BIO 230 Genomes and Genetic Analysis
See course listing in Biological Sciences for full curricular details.

BIO 231 Genomes and Genetic Analysis Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 310 Cellular and Molecular Neuroscience
See course listing in Biological Sciences for full curricular details.

BIO 322sb Seminar: Topics in Cell Biology- Synthetic Biology and Bionanotechnology
See course listing in Biological Sciences for full curricular details.

BIO 332 Molecular Biology of Eukaryotes and Their Pathogens
See course listing in Biological Sciences for full curricular details.

CHM 111 Chemistry I: General Chemistry
See course listing in Chemistry for full curricular details.

CHM 111L Chemistry I Lab: General Chemistry Lab
See course listing in Chemistry for full curricular details.

CHM 118 Advanced General Chemistry
See course listing in Chemistry for full curricular details.

CHM 118L Advanced General Chemistry Laboratory
See course listing in Chemistry for full curricular details.

CHM 222 Chemistry II: Organic Chemistry
See course listing in Chemistry for full curricular details.

CHM 222L Chemistry II Lab: Organic Chemistry Lab
See course listing in Chemistry for full curricular details.

CHM 223 Chemistry III: Organic Chemistry
See course listing in Chemistry for full curricular details.

CHM 223L Chemistry III Lab: Organic Chemistry Lab
See course listing in Chemistry for full curricular details.

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry
See course listing in Chemistry for full curricular details.

CHM 224L Chemistry IV Lab: Introduction to Inorganic and Physical Chemistry
See course listing in Chemistry for full curricular details.

CHM 328 Bioorganic Chemistry
See course listing in Chemistry for full curricular details.

CHM 332 Physical Chemistry II
See course listing in Chemistry for full curricular details.

CHM 357ph Selected Topics in Biochemistry-Pharmacology and Drug Design
See course listing in Chemistry for full curricular details.

CHM 369 Bioinorganic Chemistry
See course listing in Chemistry for full curricular details.

Biological Sciences

Professors
Michael Joseph Barresi, Ph.D.
Robert Dorit, Ph.D., Chair [§2]
Virginia Hayssen, Ph.D. [**1]
Laura Aline Katz, Ph.D. [†1]
Richard F. Olivo, Ph.D.
Paulette M. Peckol, Ph.D. [**2]
Stylianos P. Scordilis, Ph.D. [**2]
L. David Smith, Ph.D. [**1]
Christine Ann White-Ziegler, Ph.D.
Steven A. Williams, Ph.D.

Associate Professor
Jesse Bellemare, Ph.D. [*2]
Nathan D. Derr, Ph.D.
Lisa A. Mangiamele, Ph.D. [†2]

Assistant Professors
Mariana Abarca, Ph.D.
Jessica Gersony, Ph.D.
Rachel Wright, Ph.D. [†2]

Senior Laboratory Instructors
Gabriel P. Immerman, B.A.
Marney C. Pratt, Ph.D.
Lori Jean Saunders, Ph.D.
Jan AC Vriezen, Ph.D.

Laboratory Instructors
Denise Lello, Ph.D.
Samantha Torquato, Ph.D.
Judith Lidwina-Maria Wopereis, M.Sc.

Research Associates
Paul Robert Wetzel, Ph.D.

Affiliated Appointments in Biology
Annaliese K. Beery, Ph.D. [†1]
Mary Harrington, Ph.D.
Timothy Johnson, Ph.D.
Sarah Jean Moore, Ph.D. [†2]

The Major

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

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.

In their first two semesters, students are encouraged to enroll in an appropriate core course (130/131 or 132/133) as well as in an introductory chemistry offering (CHM 111 or 118).

Basic Requirements for Tracks 1–4
12 courses are required in each of these suggested tracks in addition to associated 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 201 or220 is recommended) (Please note: because MTH 111 is a prerequisite for SDS 220, MTH 111 cannot be counted 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 suggested 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) not considered a core course (BIO 130, 131, 132, 133) can be counted as an elective.
- Five laboratory courses, including BIO 131 and BIO 133, at least one of which must be at the 300 level. Laboratories do not fulfill the upper-level or elective course requirements. One-credit or two-credit laboratories are not counted as separate courses toward the minimum 12 required courses.

Independent research is strongly encouraged but is 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),taken for 3 or more credits, can substitute for an elective or for 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 and three laboratories from the following list.200 level: BIO 200 Animal Physiology, BIO 202 Cell Biology, BIO 204 Microbiology, BIO 206 Plant Physiology, BIO 230 Genomes and Genetic Analysis, BIO 232 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, BIO 368/369 Understanding Climate Change through Plant Biology and the Arts
Track 3: Genetics, Evolution and Molecular Biosciences
Students must complete a minimum of five 200- or 300-level courses and three laboratories from the following list:

200 level: BIO 230 Genomes and Genetic Analysis, BIO 232 Evolutionary, 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 340 Topics in Public Health, BIO 350 Topics in Molecular Biology, BIO 351 Topics in Evolu-

tionary 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 and 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, like the others, still requires 12 courses to complete a biology major, additional courses outside the major should be carefully selected in order 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 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 (SDS 201 or 220 recommended, MTH 111 is a prerequisite for SDS 220)
- 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 explicitly designed for biology majors (Les Sciences à Paris), as well as 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 include 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 six course requirements. 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 directly relevant to a student's particular interest within biology and is chosen in consultation with her adviser.

Graduate Courses

The Department of Biological Sciences maintains an active graduate program leading to the Masters of Science (M.S.) in Biological Sciences. The M.S. 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) every year of their residence, 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 courses, listed below, are available to students pursuing graduate studies in our department.

Additional information can be found in the Graduate and Special Programs section and at the following link: 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
Fall

BIO 510 Advanced Studies in Molecular Biology
Credits: 5
Members of the department
Fall, Spring

BIO 520 Advanced Studies in Botany
Credits: 5
Members of the department
Fall, Spring

BIO 530 Advanced Studies in Microbiology
Credits: 5
Members of the department
Fall, Spring

BIO 540 Advanced Studies in Zoology
Credits: 5
Members of the department
Fall, Spring

BIO 550 Advanced Studies in Environmental Biology
Credits: 5
Members of the department
Fall, Spring

BIO 590D Research and Thesis
This is a full-year course. Credits: 8
Members of the department
Fall, Spring

Prehealth Professional Programs

Students may prepare for admission to health-related professional schools (medical, dental, veterinary, etc.) by majoring in any dicipline, provided they complete the required courses as spelled out by the professional schools. For most schools, these include 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 account the student's major and specific interest in the health professions. Other courses are often required/recommended, including biochemistry, mathematics (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. Additional information at the Health Professions Advising page: smith.edu/about-smith/lazarus-center/health-professions-advising

Preparation for Graduate Study in the Biological Sciences

Graduate programs granting advanced degrees (M.S, MPH or Ph.D) in the Life Sciences vary widely in their admission requirements. These often include at least one year of mathematics (including statistics), physics, and organic chemistry. Many programs stress both broad preparation across the biological sciences and deeper training in a specific subfield within the Life Sciences. Many institutions require the Graduate Record Examination, which is intended to assess familiarity with basic concepts in biology as well as quantitative and verbal skills. Students contemplating graduate study beyond Smith should review the requirements of particular graduate well in advance of applying, and should seek advice from members of the department.

Independent Research

BIO 400 Special Studies
Credits: 5
Members of the department
Fall, Spring

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: 4
Members of the department
Fall, Spring

BIO 432D Honors Project
Credits: 6
Members of the department
Fall, Spring

Courses

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, stem cell research, genetically modified organisms, CRISPR, bioterrorism, emerging infectious diseases such as coronavirus, Ebola, Zika and West Nile, gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity, species extinction and de-extinction and others. The course includes outside readings and in-class discussions. {N} Credits: 4
Steven A. Williams
Fall

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. Corequisite: BIO 123. Enrollment limited to 30. {N} Credits: 3
Gaby Immerman
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. Corequisite: BIO 122. Enrollment limited to 15 per section. {N} Credits: 1
Gaby Immerman
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 (remote only in 2020) 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 limited to 15 per section. {N} Credits: 2
Gaby Immerman
Fall

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
Fall, Spring

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 co-requisite but is not required. (E) {N} Credits: 2
Members of the department
Fall, Spring

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
Fall, Spring

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
Fall, Spring

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. Enrollment limited to 30. {N} Credits: 4
Lisa A. Mangiamele, and Virginia Hayssen
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
Fall, Spring, Variable

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
Stylianos P. Scordilis
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
Jan AC Vriezen
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. Corequisite: BIO 205. {N} Credits: 3
Christine Ann White-Ziegler
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. Corequisite: BIO 204. Enrollment limited to 16. {N} Credits: 2
Jan AC Vriezen
Spring

BIO 206 Plant Diversity and Function

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
Jessica Gersony
Fall, Spring, Variable

BIO 207 Plant Diversity and Function Lab

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
Jessica Gersony
Fall, Spring, Variable

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 130 or 132 or permission of the instructor. Laboratory (BIO 231) is recommended but not required. {N} Credits: 4
Members of the department
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. Corequisite: BIO 230. Enrollment limited to 16. {N} Credits: 1
Members of the department
Spring

BIO 232 Genetics and Evolution

Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to: understanding transitions in biodiversity across time and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 130 or BIO 132 or permission of the instructor. {N} Credits: 4
Laura Aline Katz
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. Corequisite: BIO 261. Enrollment limited to 20. {N} Credits: 3
L. David Smith
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. Corequisite: BIO 260. Enrollment limited to 20. {N} Credits: 2
L. David Smith
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 264. Corequisite: BIO 265. Enrollment limited to 20. {N} Credits: 4
Jesse Bellemare
Alternate Years, Fall, Spring

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. Corequisite: BIO 264. Enrollment limited to 20. {N} Credits: 1
Jesse Bellemare
Alternate Years, Fall, Spring

BIO 266 Ecology: Principles and Applications

This general ecology course provides a conceptual foundation for understanding ecological processesfrom population dynamics to ecosystem function. Fundamental ecological concepts are covered withinthe context of current environmental challenges arising from global change. This framing illuminateshow population dynamics, community composition and trophic interactions affect ecosystem functionand ecosystem services. Prerequisites: Bio 130 or an equivalent course in ecology or environmentalscience. {N} Credits: 4
Mariana Abarca
Fall

BIO 267 Ecology: Principles and Applications Laboratory

This general ecology laboratory course provides hands-on experience in the 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. Enrollment limited to 18. Corequisite: BIO 266. {N} Credits: 1
Mariana Abarca
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. Enrollment limited to 24. Laboratory (BIO 269) must be taken concurrently and includes two field trips. {N} Credits: 3
Paulette M. Peckol
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. Corequisite: BIO 268, which must be taken concurrently. {N} Credits: 2
Paulette M. Peckol
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
Virginia Hayssen
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
Virginia Hayssen
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
Richard F. Olivo
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
Michael Joseph Barresi
Fall, Spring, Variable

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. Instructor permission required. {N} Credits: 3
Michael Joseph Barresi
Fall

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 200 and NSC 210 or permission of the instructor. Enrollment limited to 20. {N} Credits: 4
Sharon Owino
Fall

BIO 314 Advanced Microscopy Techniques for Research

Instrument specific course highly recommended for students interested in using state-of-the-art microscopy techniques in research (special studies, honors, SURF, etc.). Participants get exposure to basic and advanced light and electron microscopy techniques available at Smith. Mechanical and optical components will be reviewed. Operational parameters for improving image quality and data collection using digital imaging and image analysis techniques will be discussed. Emphasis is on the use of these exciting technologies performing quality and up-to-date research in many disciplines ranging from the live science and geology to art and engineering. Evaluation will be through engagement in assigned activities. 400 level work cannot overlap with this course work. Enrollment limited to 12. S/U only. Credits: 1
Judith Lidwina-Maria Wopereis
Fall, Spring

BIO 322sb Seminar: Topics in Cell Biology- 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Nathan D. Derr
Fall, Spring, Variable

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 limited to 12. {N} Credits: 2
Members of the department
Spring

BIO 332 Molecular Biology of Eukaryotes and Their Pathogens

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 20. Prerequisite: BIO 230. Laboratory (BIO 333) is strongly recommended but not required. {N} Credits: 4
Steven A. Williams
Fall

BIO 333 Molecular Biology of Eukaryotes and Their Pathogens 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. Prerequisite: BIO 231. Corequisite: BIO 332. Enrollment limited to 16. {N} Credits: 1
Lori Jean Saunders
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
Rob Dorit
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
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
Rachel M. Wright
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
Rachel M. Wright
Fall

BIO 350id Seminar: Topics in Molecular Biology-Infectious Disease

This seminar focuses on neglected tropical diseases (NTDs), parasitic and viral diseases other rare diseases that are a public health concern, including Ebola, Chikungunya, Dengue Fever, West Nile, SARS, avian influenza, malaria, river blindness, anthrax and smallpox. We look at pandemics of the past (the influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21) and modern biotechnology. The challenges are great, but new tools of molecular biology (genomics, proteomics, RNA interference, next-generation sequencing, etc.) provide an unprecedented opportunity to understand and develop new strategies for their elimination. Prerequisite: BIO 230. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Steven A. Williams
Fall, Spring, Variable

BIO 350qg Seminar: Topics in Molecular Biology-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. Enrollment limited to 15. Juniors and Seniors only. Instructor permission required. {N} Credits: 3
Rachel M. Wright
Fall, Spring, Variable

BIO 351ep Seminar: Topics in Evolutionary Biology-Epigenetics

There is increasing evidence of epigenetic phenomena influencing the development of organisms and the transmission of information between generations. These epigenetic phenomena include the inheritance of acquired morphological traits in some lineages and the apparent transmission of RNA caches between generations in plants, animals and microbes. This seminar explores emerging data on epigenetics and discusses the impact of these phenomena on evolution. Participants write an independent research paper

on a topic of their choice. Prerequisite: BIO 230, 232 or permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Laura Aline Katz
Fall, Spring, Variable

BIO 351rm Seminar: Topics in Evolutionary Biology-Diversity of Reproduction in Mammals: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Virginia Hayssen
Fall, Spring, Variable

BIO 362 Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Virginia Hayssen
Alternate Years, Fall, Spring

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
Virginia Hayssen
Alternate Years, Fall, Spring

BIO 364 Plant Ecology

This course surveys the environmental factors, historical processes and ecological interactions that influence the distribution and abundance of plant species in the landscape. The class examines how plant communities are assembled and what processes influence their structure and diversity, including past and present human activities. We focus in particular on plant communities of the Northeast, using examples from the local landscape to illustrate key ecological concepts. Prerequisite: a course in plant biology, ecology or environmental science; statistics is recommended (e.g., MTH 220). BIO 365 must be taken concurrently. Enrollment limited to 20. {N} Credits: 3
Jesse Bellemare
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. Corequisite: BIO 364. Enrollment limited to 20. {N} Credits: 2
Jesse Bellemare
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
Paulette M. Peckol
Alternate Years, Fall, Spring

BIO 368 Seminar: Understanding Climate Change through Plant Biology and the Arts

Understanding human induced climate change is one of the greatest challenges of our time. This course approaches the topic from two different ways of knowing: plant biology and the arts. These paired approaches ground this course in the scientific underpinnings of climate change and its impact on biological life, creating a space to engage with what climate change means—for us, for the greater human community and for the earth. At the same time, we will explore how complex scientific content and deep existential challenges can be effectively communicated to the broader public. We will learn how plants physiologically interact with and respond to environmental change, read/discuss primary literature and relevant art works, and create/workshop art, popular science articles and/or data visualizations centered on climate change and its consequences. Prerequisites: BIO 130 & 132. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Jessica Gersony
Annually, Fall

BIO 369 Laboratory: Understanding Climate Change through Plant Biology and the Arts

Through this lab students will (1) become familiar with using tools to measure physiological processes (e.g. Li-Cor 600 to measure stomatal behavior, Osmometer to measure leaf water stress, PMS Pressure Chamber to measure plant water stress), (2) in groups, design an experiment investigating plant biological responses to climate change (e.g. drought, increased CO_2 or temperature) to implement in growth chambers or a greenhouse, (3) execute the project and present the findings to the class and public through presentations of scientific findings and artistic interpretations of the findings through art or communication projects. Prerequisites: BIO 130 & 132. Corequisite: BIO 368. Enrollment limited to 15. {N} Credits: 2
Jessica Gersony
Annually, Fall

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. BIO 371 is strongly recommended but not required. {N} Credits: 3
Laura Aline Katz
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 greenshouse 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 sememster. A one-hour weekly lab meeting is scheduled in addition to the three-hour lab period. Corequisite: BIO 370. Enrollment limited to 18. Instructor permission required. {N} Credits: 2
Laura Aline Katz
Spring

BIO 372 Colloquium: Quantitative Ecology

Quantitative Ecology is an advanced course covering ecological modeling and data analysis. In this course, students will explore the principles of mathematical modeling to describe population dynamics and species interactions. In addition, students will learn modern analytical approaches in the study of ecological communities and ecological experiments. This course should be taken in combination with Quantitative Ecology Lab (3??). In addition to theoretical quantitative foundations, students will acquire the analytical skills to implement mathematical and statistical models using the R computing language. Prerequisites: One ecology course (BIO 130/131, BIO 266/267, BIO 268/269 or BIO 364/365), and one statistics course (SDS 201 or SDS 220) or by permission of instructor. Corequisite: BIO 373. Enrollment limited to 20. {N} Credits: 4
Mariana Abarca
Fall, Spring, Variable

BIO 373 Quatitative Ecology Lab

Quantitative Ecology Lab is an advanced, applied course on ecological population modeling and data analysis. Students will implement mathematical models describing population dynamics and species interactions, as well as modern analytical approaches commonly applied to ecological data using the R computing language. Throughout this course students will acquire skills in data analysis, data visualization, data management, code, reproducibility, and modeling. Corequisite: BIO 372. Enrollment limited to 20. {N} Credits: 1
Members of the department
Fall, Spring, Variable

BIO 390cb Seminar: Topics in Environmental Biology-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 conservation-related questions at the genetic, population, community, landscape or ecosystem levels and employ suitable analytical techniques or strategies to address the questions. Students discuss a related article from the primary literature to illustrate the use of each technique. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
L. David Smith
Fall, Spring, Variable

BIO 390cr Seminar: Topics in Environmental Biology-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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 3
Paulette M. Peckol
Fall, Spring, Variable

Crosslisted Courses

EDC 238 Introduction to the Learning Sciences

See course listing in Education and Child Study for full curricular details.

EDC 342 Growing Up American: Adolescents and Their Educational Institutions

See course listing in Education and Child Study for full curricular details.

EDC 346 Clinical Internship in Teaching

See course listing in Education and Child Study for full curricular details.

EDC 347 Individual Differences Among Learners

See course listing in Education and Child Study for full curricular details.

EDC 352 Methods of Instruction

See course listing in Education and Child Study for full curricular details.

EDC 352L Secondary Student Teaching Practicum Lab

See course listing in Education and Child Study for full curricular details.

EDC 390 Colloquium: The Teaching of Science, Engineering and Technology

See course listing in Education and Child Study for full curricular details.

Book Studies Concentration

Director
Lily Gurton-Wachter

Advisory Committee
Lindsey Clark-Ryan, M.F.A., Associate Professor of Art
Lily Gurton-Wachter, Ph.D., Associate Professor of English Language & Literature [**1]
Susan Fliss, Dean of Libraries
Barry Moser, B.S., Irwin & Pauline Alper Glass Professor of Art
Jessica Moyer, Ph.D., Associate Professor of East Asian Languages & Cultures
Elizabeth Myers, Ph.D. , Director of Special Collections
Douglas Lane Patey, Ph.D., Sophia Smith Professor of English Language & Literature [**1]
Cornelia D.J. Pearsall, Ph.D., Professor of English Language & Literature [†1]
Andrea Stephanie Stone, Ph.D., Associate Professor of English Language & Literature
Shannon K Supple, M.L.I.S. J.D., Curator of Rare Books
Lynne M. Yamamoto, M.A., Jessie Wells Post Professor of Art

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 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 BKX 140 (1 credit)
2. Required core course ENG/HSC 207 (4 credits)
3. Three electives (total of 12 credits)
   Three 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 BKX 300 (2 credits)

Courses

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. Instructor permission required. S/U only. Credits: 1
Members of the department
Fall, Spring, Variable

BKX 300 Seminar: Senior Capstone
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. S/U only. Enrollment limited to 12. Seniors only. Instructor permission required. Credits: 2
Members of the department
Annually, Fall, Spring

BKX 400 Special Studies
Admission by permission of the director of the Book Studies Concentration. Normally, enrollment limited to Book Studies concentrators only. 1-4 credits. Credits: 4
Members of the department
Annually, Fall, Spring

Crosslisted Courses

AMS 302 Seminar: The Material Culture of New England, 1630–1860
See course listing in American Studies for full curricular details.

ARH 291lb Colq: Topics in Art History-The Presence of the Past: Libraries as a Building Type in the Ancient Mediterranean World
See course listing in Art for full curricular details.

ARS 275 The Book: Theory and Practice I
See course listing in Art for full curricular details.

ARS 277 Woodcut Printmaking
See course listing in Art for full curricular details.

EDC 338 Children Learning to Read
See course listing in Education and Child Study for full curricular details.

ENG 207/ HSC 207 The Technology of Reading and Writing
See course listing in English Language and Literature for full curricular details.

ENG 238 What Jane Austen Read: The 18th-Century Novel
See course listing in English Language and Literature for full curricular details.

ENG 365fr Seminar: Topics in 19th Century Literature-Frankenstein: The Making of a Monster
See course listing in English Language and Literature for full curricular details.

Buddhist Studies Minor

Core faculty at Smith
Jay Garfield [†2] (Chair, spring 2023)
Jamie Hubbard [†2]
Andy Rotman [**1, *2] (Chair, fall 2022)

Other faculty members at Smith who teach courses related to Buddhist studies
Nalini Bhushan
Suzanne Gottschang [**1]
Yanlong Guo [*2]
Sabina Knight [†2]
Kimberly Kono [†2]
Ruth Ozeki
Sujane Wu [*1]

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 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. First half of semester course. S/U only. {H} Credits: 1
Morgan Curtis
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. No prerequisites. Enrollment limited to 15. Application and acceptance by the H/5CIP required. {H} {N} {S} Credits: 4
Jay Lazar Garfield
Fall, Spring, Variable

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. Credits: 4
Fall, Spring

Crosslisted Courses

ANT 274 The Anthropology of Religion
See course listing in Anthropology for full curricular details.

ARH 280mc Colloquium: Topics in Art Historical Studies-Meditations in Caves
See course listing in Art for full curricular details.

PHI 108 The Meaning of Life
See course listing in Philosophy for full curricular details.

PHI 127 Indian Philosophy
See course listing in Philosophy for full curricular details.

PHI 234ts Topics: Philosophy of Human Nature-The Self

See course listing in Philosophy for full curricular details.

PHI 252 Buddhist Philosophy: Madhyamaka and Yogacara
See course listing in Philosophy for full curricular details.

REL 161 Introduction to Buddhist Thought
See course listing in Religion for full curricular details.

REL 164 Buddhist Meditation
See course listing in Religion for full curricular details.

REL 171 Introduction to Contemporary Hinduism
See course listing in Religion for full curricular details.

REL 261 Colloquium: Buddhism and Social Justice
See course listing in Religion for full curricular details.

REL 270 Zen Buddhism and Japanese Culture
See course listing in Religion for full curricular details.

REL 282 Violence and Nonviolence in Religious Traditions of South Asia
See course listing in Religion for full curricular details.

Chemistry

Professors
David Bickar, Ph.D.
Katherine Lynn Queeney, Ph.D.
Kevin Michael Shea, Ph.D.
Cristina Suarez, Ph.D. **1
Elizabeth Redding Jamieson, Ph.D., Chair

Associate Professors
David Gorin, Ph.D.
Maren Buck, Ph.D. †1
Andrew Berke, Ph.D.

Assistant Professors
Lesley-Ann Giddings, Ph.D.
Alexandra Strom, Ph.D.

Senior Lecturer Emerita
Lale Aka Burk, Ph.D.

Senior Laboratory Instructors
Maria E. Bickar, M.S.
Rebecca Thomas, Ph.D.
Mohini S. Kulp, Ph.D.
Joseph Yeager, Ph.D.

Laboratory Instructors
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

Courses

CHM 100ao Topics on Perspectives in Chemistry-Chemistry of Art Objects
In this museum-based course, chemistry is discussed in the context of art. We focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices are discussed 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
Fall, Spring, Variable

CHM 108/ ENV 108 Environmental Chemistry
Offered as CHM 108 and 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
Spring

CHM 110 Quantitative Approaches to Chemistry
Using chemical reactions to make quantitative predictions is a foundational skill in chemistry. This skill is built on a set of quantitative approaches including dimensional analysis, reaction stoichiometry and physical measurement. Students will build and refine these skills through both individual and group work in a small class setting. This course is a co- or prerequisite for CHM 111; students will be recommended for this course on the basis of a short place-

ment exam. For these students successful completion of CHM 110 is required to enter any CHM courses with a CHM 111 prerequisite. Instructor permission required. Credits: 1
Members of the department
Fall, Spring, Variable

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. Corequisite: CHM 111L {N} Credits: 4
Members of the department
Fall

CHM 111L Chemistry I Lab: General Chemistry Lab

Lab Section. 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. Corequisite: CHM 111 {N} Credits: 1
Members of the department
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 CHM 111 or CHM 224. {N} Credits: 4
Members of the department
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
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. 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
Spring

CHM 222L Chemistry II Lab: Organic Chemistry Lab

Lab section for 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 Corequisite: CHM 222. 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 (CHM 222) and a lab (CHM 222L) section that fit their course schedule. {N} Credits: 1
Members of the department
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
Fall

CHM 223L Chemistry III Lab: Organic Chemistry Lab

Lab section. 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 (or equivalent). Corequisite: CHM 223. Enrollment limited to 16. {N} Credits: 1
Members of the department
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
Spring

CHM 224L Chemistry IV Lab: Introduction to Inorganic and Physical Chemistry

Lab section. 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 or equivalent and MTH 111 or equivalent. Corequisite: CHM 224. Enrollment limited to 16. {N} Credits: 1
Members of the department
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 or 118 and CHM 222. 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

Maren Buck

Alternate Years, Fall, Spring

CHM 321 Organic Synthesis

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds with a focus on the current literature. Prerequisite: 223. {N} Credits: 4

Kevin Shea

Alternate Years, Fall, Spring

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. Enrollment limited to 18. Juniors and seniors only. {N} Credits: 4

Members of the department

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: CHM 223. Enrollment limited to 18. {N} Credits: 4

David Gorin

Alternate Years, Fall, Spring

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 or 224 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

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). Prerequisites: CHM 118 or 224, and MTH 112 or 114. Enrollment limited to 18. {N} Credits: 5

Members of the department

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: CHM 222 or permission of the instructor. Enrollment limited to 16. {N} Credits: 4

Members of the department

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 and 223. Credits: 4

Cristina Suarez

Alternate Years, Fall, Spring

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 or permission of the instructor. Enrollment limited to 20. {N} Credits: 4

Members of the department

Fall

CHM 357ph Selected Topics in Biochemistry-Pharmacology and Drug Design

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs 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

David Bickar

Fall, Spring, Variable

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: CHM 118 or 224. {N} Credits: 4

Members of the department

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 and either CHM 118 or CHM 224. Credits: 4

Elizabeth Jamieson

Fall, Spring, Variable

CHM 400 Special Studies
S/U only. Credits: 4
Members of the department
Annually, Fall, Spring

CHM 430D Honors Project
Credits: 4
Members of the department
Annually, Fall, Spring

CHM 432D Honors Project
Credits: 12
Members of the department
Annually, Fall, Spring

Crosslisted Courses

BCH 252 Biochemistry I: Biochemical Structure and Function
See course listing in Biochemistry for full curricular details.

BCH 352 Biochemistry II: Biochemical Dynamics
See course listing in Biochemistry for full curricular details.

Classical Languages and Literature

Professors
Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and World Literatures)
Nancy J. Shumate, Ph.D. *2, Chair

Assistant Professor
Rebecca Worsham, Ph.D. **1

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.

Adviser for Study Abroad: Thalia Pandiri

Advisers: Members of the department

The Major in Greek, Latin or Classics

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.

Courses

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. {L} Credits: 2
Members of the department
Alternate Years, Fall, Spring

ARH 217/ CLS 217 Greek Art and Archaeology

Offered as CLS 217 and 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. {A} {H} Credits: 4
Members of the department
Alternate Years, Fall, Spring

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
Rebecca Worsham
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

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. {H} {S} Credits: 4
Members of the department
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

CLS 260/ WLT 260 Colloquium: Transformations of a Text: Shape-Shifting and the Role of Translation

Offered as CLS 260 and 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. WLT 150 recommended. Credits: 4
Thalia Pandiri
Alternate Years, Fall, Spring

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: 4
Members of the department
Fall, Spring

CLS 430D Honors Project

Credits: 4
Members of the department
Fall, Spring

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
Barry Spence
Annually, Fall, Spring

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
Thalia Pandiri
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
Spring

GRK 310dd Topics: Advanced Readings in Greek Literature I & II

A study of two important divinities and their place in Greek religion through readings of the Homeric Hymn to Demeter and Euripides' Bacchae, the two principal literary sources for study of these gods. The Hymn is our major source for knowledge of Demeter and the Eleusinian Mysteries, the oldest mystery cult in the Greek world. Euripides' play is a deep and far-ranging meditation on the nature of the most complex of all Greek gods. Our approach will be both literary and historical. {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

GRK 400 Special Studies

For majors and honors students who have had four advanced courses in Greek. Admission by permission of the department. Credits: 4
Members of the department
Fall, Spring

GRK 430D Honors Project

Credits: 8
Members of the department
Fall, Spring

LAT 100Y Elementary Latin

The Latin language has had an extraordinarily long life, from ancient Rome through the Middle Ages to nineteenth-century Europe, where is 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
Hans Hansen
Annually, Fall, Spring

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
Nancy Shumate
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
Spring

LAT 330om Topics in Advanced Readings in Latin Literature I & II-Ovid's Metamorphoses

A study of Ovid's transmission and adaptation of Greek myths in the Metamorphoses . Attention is paid to Ovid's Augustan milieu and to the extraordinary afterlife of the Metamorphoses, particularly in Renaissance art. {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

LAT 400 Special Studies

For majors and honors students who have had four advanced courses in Latin. Admission by permission of the department. Credits: 4
Members of the department
Fall, Spring

LAT 430D Honors Project

Credits: 8
Members of the department
Fall, Spring

Crosslisted Courses

FYS 107 Women of the Odyssey

See course listing in First-Year Seminar for full curricular details.

ENG 202/ WLT 202 Western Classics in Translation, from Homer to Dante

See course listing in World Literatures for full curricular details.

Collaborative Innovation Concentration

Directors

Borjana Mikic, Ph.D., Rosemary Bradford Hewlett 1940 Professor of Engineering
Megan Lyster, M.A., Assistant Director of Wurtele Center for Leadership, Lecturer of the Practice

Advisory Committee

Rob Dorit, Ph.D., Professor of Biological Sciences
Alicia Grubb, Ph.D., Assistant Professor of Computer Science [†1]
Sarah Moore, Ph.D., Associate Professor of Engineering
Andy Rotman, Ph.D., Professor of Religion, Buddhist Studies, South Asian Studies
Jess Bacal, Ed.D., Director of Reflective and Integrative Practices
Erin Cohn, Ph.D., Director of Wurtele Center for Leadership, Lecturer of the Practice
René Heavlow, M.A., Interim Director of the Conway Innovation and Entrepreneurship Center
Emily Norton, MDES, Director of Design Thinking Initiative, Lecturer of the Practice

Members of the Collaborative Innovation Advisory Committee serve as advisers to students in approving course selections and internships.

The Collaborative Innovation Concentration supports students in applying their disciplinary scholarship within interdisciplinary teams to create feasible and equitable solutions to complex, real-world problems. Concentrators work purposefully with others to develop new ideas that aim to challenge and change inequitable systems and structures, and then transform those ideas into practical realities. Through academic coursework, practical experiences, and a real-world collaborative capstone project, students practice methods for developing innovative solutions to complex problems, as well as skills to build collaborative relationships and alliances to effectively solve problems with others. Concentrators simultaneously learn to critique innovation practices in order to understand their impact, both positive and negative, with the goal of transforming and improving these practices over time. With the support of advisors and peers, Collaborative Innovation concentrators build awareness of the ways in which they can apply their disciplinary training to a diverse range of career contexts and evolve a clear sense of purpose for their lives beyond Smith. We welcome students in all majors to apply to this multidisciplinary concentration experience.

Requirements

The Collaborative Innovation Concentration is open to any student by application (see WEBSITE for deadlines and application process). These are the requirements:

1. Collaborative Innovation Gateway (2 credits)
2. Required core course IDP 133 Critical Perspectives on Collaborative Leadership (4 credits)
3. Three electives (12 credits) that meet some combination of the following criteria: critically engages ethics of practice within a discipline; incorporates a team-based, experiential learning project that emphasizes applied problem solving; explores social theories of identity and power; and/or works with complementary methodologies. Electives are to be selected in consultation with the student's faculty advisor from Five College departments or programs. A list of electives previously approved by the CIC advisory committee can be found on the concentration website, but concentrators are not limited to these options.
4. Two practical experiences or internships, totaling at least 120 hours each. A list of possible practical experiences can be found on the concentration website, but concentrators are not limited to these options.
5. Collaborative Innovation Capstone (4 credits) — in exceptional circumstances, a student may submit a petition for Advisory Committee approval of an alternative capstone to substitute for this requirement.

Community Engagement and Social Change Concentration

Directors
Nnamdi Pole, Ph.D. (Psychology)
Denys Candy, MSW, (Director, Jandon Center for Community Engagement)

Advisory Committee
Ben Baumer, Ph.D. †2 (Statistical and Data Sciences)
Elisabeth Brownell Armstrong, Ph.D. †2 (Study of Women and Gender)
Ginetta E. B. Candelario, Ph.D. †1 (Sociology and Latin American Studies)
Denys M. Candy, MSW, (Director, Jandon Center for Community Engagement)
Jennifer Guglielmo, Ph.D. †2 (History)
Samuel M. Intrator, Ph.D. *1 (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 CCXconcentration 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 critical skills, attitudes and knowledge -critical to ethical community engagement.

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.

CCX 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, educational equity, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts & activism. For more information, see the CESC concentration webpage: smith.edu/academics/community-engagement-and-social-change-concentration

Requirements

The CCX 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.

Gateway Course

CCX120: Community Based Learning—Ethics and Practice (2 credits) Fall semester

An introductory course involving the ethics of service learning, civic engagement, and community based research via college-community partnerships; CCX120 considers these approaches through exposure to literature and interactions with peers, faculty, and community partners who provide first-hand perspectives on complex issues contributing to systemic inequality.

Four 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.

Two 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.

Capstone Seminar

CCX 320: The seminar provides a forum for a cohort of concentrators to develop projects that analyze, evaluate and synthesize their prior academic work and practical experiences for the CESC Concentration. Students will be provided readings, discussions, mentoring and other support they need to complete capstone projects.

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

Nancy Zigler

Fall, Spring

CCX 245/ 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

Fall, Spring, Variable

CCX 320 Capstone Seminar for the Community Engagement and Social Change 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. Juniors and seniors only. Instructor permission required. Credits: 4

Denys Candy

Spring

CCX 400 Special Studies

Admission by permission of the director of the Community Engagement and Social Change Concentration. Normally, enrollment limited to CCX concentrators only. Credits: 4

Fall, Spring

Computer Science

Faculty

JPablo Frank Bolton, Ph.D.
Johanna Brewer, Ph.D.
Shinyoung Cho, Ph.D.
R. Jordan Crouser, Ph.D.
Alicia M. Grubb, Ph.D. [†1]
Nicholas Read Howe, Ph.D.
Katherine Kinnaird, Ph.D. [**1]
Jamie C. Macbeth, Ph.D. [*2]
Ileana Streinu, Ph.D. [**2]

The Major

Advisers: Johanna Brewer, Judith Cardell, Shinyoung Cho, R. Jordan Crouser, Alicia Grubb, Nicholas Howe, Katherine Kinnaird, Jamie Macbeth, Ileana Streinu

Requirements
At least 12 full-semester graded courses or the equivalent, including:

Introductory (2 courses)
1. CSC 110 Introduction to Computer Science (S/U only)
2. CSC 120 Object Oriented Programming

Core (3 courses)
1. CSC 210 Programming with Data Structures
2. CSC 231 Microprocessors and Assembly Language
3. CSC 250 Theoretical Foundations of Computer Science

Mathematics (2 courses)
1. MTH 111 (Calculus), or another math course that requires MTH 111; or LOG 100.
2. MTH 153 (Discrete Math), or another math course that requires MTH 153.

Intermediate (4 or 5 courses; see course area designations below)
1. One CSC or SDS Theory
2. One CSC or SDS Programming
3. One CSC Systems
4. One additional CSC course at the 200 level or above. (Two courses are required in this category if a student places out of CSC110). Courses in other programs and departments may be used to satisfy this requirement by petition.

300-Level Course (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: Except for CSC 110 and CSC 120, courses taken S/U will not count toward the major except by petition. Students may petition to satisfy the 300-level course requirement with an advanced undergraduate or graduate course taught at another of the Five Colleges for a letter grade.

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/EGR 290 (Digital Circuits)			X
CSC 274 (Discrete and Comp Geometry)	X	X	
CSC 290 (Artificial Intelligence)	X	X	
CSC 294 (Comp Machine Learning)	X	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 Information Retrieval)	X	X	
CSC 356 (Computer-Human Interaction)	X	X	
CSC 360 (Mobile & Locative Computing)		X	
CSC 370 (Computer Image Vision Proc)	X	X	
CSC 390 (Natural Lang Understanding)	X		

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 course could be replaced by a UMass graduate course in Computer Science.

Required courses

- CSC 120 Object Oriented Programming
- CSC 210 Programming With Data Structures
- CSC 100-level Intro or CSC 200-level 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: Johanna Brewer, R. Jordan Crouser, Nicholas Howe

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, including CSC 240 Computer Graphics, which gives an introduction to the principles and potential of graphics, 3D modeling and animation.

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	Preq
1	CSC	120	Object Oriented Programming	CSC 110
2	CSC	210	Programming with Data Structures	CSC 120
3	CSC	240	Computer Graphics	CSC 120
4	ARH	any	Any	none
5	ARS	162	Introduction to Digital Media	none
6	ARS	263	Intermediate Digital Media	ARS 162
	ARS	361	Interactive Digital Media	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	CMPSCI397C	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. 120 Object Oriented Programming includes a systematic introduction to computer science and programming.
2. 210 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	Prerequisites
1	CSC	120	Object Oriented Programming	CSC 110
2	CSC	210	Programming with Data Structures	CSC 120
3	CSC	220	Advanced Programming	CSC 210
	CSC	250	Foundations of Computer Science	CSC 110, MTH 153
4	MUS	110	Analysis and Repertory	see course description
5	MUS	233	Composition	MUS 110
	MUS	312	20th-Century Analysis	MUS 210
6	MUS	345	Electro-Acoustic Music	MUS 110, MUS 233, Permission
	CSC	354	Seminar: Music Information Retrieval	CSC 210, 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.

Courses

CSC 110 Introduction to Computer Science

A gentle introduction to designing programs (recipes) for systematically solving problems. Students will learn to build programs including designing, coding, debugging, testing and documenting them. An introduction to block-structured procedural control flow including branching, iteration, and functions, using

primitive and simple data types (lists). Students will understand the high-level internal operation of computer systems (inputs, outputs, processing, and storage) and their application. Students will be exposed to the social and historical aspects of computing. This course is recommended for those who have no prior experience in computer science at the high school, AP, or college level. Not open to students who have taken CSC 111. May not be taken concurrently with CSC 120. S/U only. Enrollment limited to 30. {M} Credits: 4
Fall, Spring

CSC 120 Object Oriented Programming

This course emphasizes computational problem-solving using a typed object-oriented programming (OOP). Students will learn core computer science principles including: control flow, functions, classes, objects, methods, encapsulation and information-hiding, specification, recursion, debugging, unit testing, version control, using libraries and writing code in multiple files. Students will also learn and apply the model-view-controller (MVC) architecture, the basics of graphics and GUIs, working with external files and foundations of algorithm design. Abstract data types and simple data structures will be used to illustrate concepts of OOP and solve computational problems through regular programming assignments (in Java and Python). This course assumes prior programming experience including a basic understanding of branching (if-statements), iteration (loops), functions and simple data types (integers, strings, lists/arrays). Prerequisites: CSC 110 or equivalent. Cannot be taken concurrently with CSC 110. Enrollment limited to 30. {M} Credits: 4
Jordan Crouser, Nicholas Read Howe
Fall, Spring, Variable

CSC 205/ MTH 205 Modeling in the Sciences

Offered CSC 205 and 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
Ileana Streinu
Spring

CSC 210 Data Structures

Explores elementary data structures (arrays, linked lists, stacks, queues, maps, trees, graphs) and algorithms (searching, sorting, tree and graph traversal) in a variety of contexts. Using a typed object oriented programming language (e.g. Java), students will develop their own implementations as well as more complex applications based upon existing, standard data structures libraries. Enrollment limited to 30. {M} Credits: 4
Annually, Fall, 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
Nicholas Read Howe
Fall, Spring

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. Prerequisite: CSC 212. {M} Credits: 4
Ileana Streinu
Annually, Fall, Spring

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} Credits: 4
Johanna Brewer, Alicia Grubb
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 and CSC 212. {M} Credits: 4
Razieh Fathi
Fall, Spring, Variable

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: CSC 212 or permission of the instructor. {M} Credits: 4
Jamie Macbeth
Fall, 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
Alternate Years, Fall, Spring

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: CSC 111 and MTH 153. {M} Credits: 4
Pablo Frank Bolton
Fall, Spring

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
Ileana Streinu
Alternate Years, Fall, Spring

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
Ileana Streinu
Spring

CSC 262 Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: CSC 231. Enrollment limited to 40. {M} Credits: 4
Razieh Fathi
Spring

CSC 266 Introduction to Compiler Design

In this course, the students will learn the formal definition of programming language syntax and semantics. They will be introduced to the functions of compilers and their design and implementation details. The course will reinforce the students' knowledge of context free grammars and automata and use this knowledge in designing lexical analyzers and translators for high level programming languages. Topics covered include lexical analysis, type checking, context analysis, and code generation. Prerequisites: CSC 231, CSC 250. Credits: 4
Alternate Years, Fall, 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: CSC 231. Enrollment limited to 12. Credits: 5
Alternate Years, Fall, Spring

CSC 274 Discrete and Computational Geometry

Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, curves and surfaces, and 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
Alternate Years, Fall, Spring

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
Katherine Kinnaird
Fall

CSC 327 Seminar in Internet Censorship

Internet censorship deals with practices of information control. This seminar covers topics related to 1) the existing blocking mechanisms at different layers of the Internet protocol stacks used by network censors and 2) the broad issue of detecting the type of network interference as indicative of Internet censorship. This course will include topics such as traffic differentiation, surveillance, and blocking of content. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Shinyoung Cho
Alternate Years, Fall, Spring

CSC 356ni Seminar: Topics in Human-Computer Interaction: 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. Prerequisites: CSC 212, CSC 256 strongly recommended. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M} Credits: 4
Johanna Brewer
Fall, Spring, Variable

CSC 370 Seminar: Computer Vision and Image Processing

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 issues such as stereo vision, image retrieval and segmentation of tracking of objects. Prerequisites: CSC 212, MTH 153. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Nicholas Read Howe
Alternate Years, Fall, Spring

CSC 400 Special Studies

For majors, by arrangement with a computer science faculty member. Credits: 4
Fall, Spring

CSC 430D Honors Project

Credits: 8
Annually, Fall, Spring

Crosslisted Courses

SDS 192 Introduction to Data Science

See course listing in Statistical and Data Sciences for full curricular details.

Dance

Professor
Chris Aiken, M.F.A. [**1]
Rodger Fleming Blum, M.F.A., [**2], Co-director of the M.F.A. Program in Dance
Angie Hauser, M.F.A. [**1]

Associate Professor
Lester Tomé, Ph.D., Chair

Musician in Dance
Jake Meginsky, M.F.A., Co-director of the M.F.A. Program in Dance

Lecturers
Jeff Jean-Philippe
Megan McCool, M.F.A.
Tara Murphy

Five College Faculty
Balinda Craig-Quijada, M.F.A. (Distinguished Visiting Professor of Dance, Mount Holyoke College)
Lauren Cox, B.A. (Lecturer, University of Massachusetts)
Barbara Diewald, M.F.A. (Assistant Professor, Mount Holyoke College)
Deborah Goffe, M.F.A. [†1] (Assistant Professor, Hampshire College)
Molly Christie Gonzalez, M.F.A (Assistant Professor, University of Massachusetts)
Duane Lee Holland, M.F.A. (Assistant Professor, University of Massachusetts)
Shakia Johnson, M.F.A. (Assistant Professor, Mount Holyoke College)
Peter Jones (Lecturer/Accompanist, Mount Holyoke College)
Aston McCullough, Ph.D. (Assistant Professor, University of Massachusetts)
Jenna Riegel, M.F.A [†1] (Assistant Professor, Amherst College)
Thomas L. Vacanti, M.F.A. (Associate Professor and Director, Dance Program, University of Massachusetts)
Lailye Weidman, M.F.A. (Lecturer, Hampshire College)
Wendy Woodson, M.A. [*1] (Professor, Amherst College)

Teaching Fellows
Francesca Baron
Juliana Brandano
Alex Davis
Chloe London
Gabrielle Revlock
Madelyn Sher
Research Associate
Olive Mckeon, Ph.D.

The Major: Bachelor of Arts in Contemporary Dance Studies

Advisers: Chris Aiken, Rodger Blum, Angie Hauser, Jake Meginsky, and Lester Tomé

The dance major confers comprehensive and specialized knowledge of dance in preparation for a professional career in this field or further study at the graduate level. Students train in both creative and theoretical studies through a variety of courses in dance technique, composition, and performance; dance history, anthropology, and aesthetics; scientific foundations of dance; and music for dancers.

A minimum of 48 credit hours are required for the major. The department coordinates its course offerings with the other member programs of Five College Dance. In consultation with their advisors, students can plan on taking courses required for the major on those other campuses.

Students may substitute no more than one course from another department at Smith to fulfill a dance major requirement. Substitute courses must be approved by the dance department faculty.

The S/U grading option is not allowed for courses counting toward the major.

The major integrates the following areas of study

Dance Technique: Consistent movement training is essential to the study of dance. Students are urged to pursue a breadth of genres in their technique selections. Course offerings in this area include contemporary dance, contact improvisation, dance forms of the African diaspora, ballet, and various other dance forms.

Dance History, Anthropology and Aesthetics: 171 Dance History: Political Bodies from the Stage to the Page and 272 Dance Anthropology: Performed Identities and Embodied Cultures contribute a theoretical foundation in dance studies. At the advanced level is 377 Advanced Studies in History and Aesthetics, with rotating topics. All these courses examine dance in sociocultural contexts.

Creative Studies: 151, 252, 353, 209, 309 and 339 This sequence of courses begins with the most basic study of dance compositionand focuses on tools for generating and developing movement. The second- and third-level courses develop the additional skills in choreography through 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 repertory courses at the intermediate and advanced levels.

Scientific Foundations of Dance: 241. This course is designed to develop within the student a scientific understanding of their body, particularly in terms of basic anatomy and physiology. Emphasis is placed on the study of how dancers develop skills as movers and performers, as well as understanding the importance of developing embodied practices that support physical and emotional wellbeing.

Analysis of Music from a Dancer's Perspective: 287. This course cultivates an understanding of music fundamentals and sound as applicable to dance.

Requirements

Technique: Five dance technique courses is the minimum requirement for the major (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 form. A single level of a technique course may be taken for credit up to three semesters. Advanced technique courses require a placement exam.

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)

Advanced Theory: Choose at least two of the following:

305 Advanced Repertory (taken twice for a total of 4 credits)
309 Advanced Repertory
339 Movement, Ecology and Performance in the Smith Landscape
353 Advanced Composition
377 Advanced Studies
400 Special Studies Senior (in choreography or theory)

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: Chris Aiken, Rodger Blum, Angie Hauser, Jake Meginsky, 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 can consult the Five College Dance course schedule online at fivecolleges.edu/dance

Graduate: Master of Fine Arts Program

Co-directors: Rodger Blum and Jake Meginsky

Required Graduate Courses (67 credits)
Two intermediate/advanced technique courses each semester. Students may take no more than one technique course per semester from a fellow MFA student/teaching fellow. They must take at least one technique course per year from a Smith dance faculty member. They are required to travel at least once to another Five College Dance campus for a technique class during their first year.

DAN 505 First Year Performance
DAN 507 Dance Production
DAN 515 Creative Process and Choreography
DAN 500 Graduate Seminar:
Students must complete four iterations of the seminar with different topics:
Music and Sound
Philosophies of Contemporary Dance
The Pedagogy of Dance Technique
Dance, Video and the Camera
DAN 521 Choreography as a Creative Process
DAN 553 Choreography and Design
DAN 540 History and Literature of Dance
DAN 560 Scientific Principles in the Teaching of Dance
DAN 570 Second Year Summer Research
DAN 590 Second Year Thesis: Process and Design
DAN 591 Second Year Thesis: Production and Analysis

Courses

DAN 101gm Topics in Dance Studio-The Gyrotonic Method Applied to Dance Technique
{A} Credits: 1
Members of the department
Fall, Spring, Variable

DAN 101sf Topics in Dance Studio: 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
Fall, Spring, Variable

DAN 113fn Topics in Beginning Contemporary Dance-Fundamentals
{A} Credits: 2
Members of the department
Fall, Spring, Variable

DAN 113mo Beginning Contemporary Dance 1: Introduction to Modern
{A} Credits: 2
Members of the department
Fall, Spring, Variable

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
Spring

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
Fall, Spring

DAN 120 Beginning Ballet 1
Enrollment limited to 25. {A} Credits: 2
Members of the department
Fall, Spring

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
Fall, Spring

DAN 130 Beginning Jazz Dance
Enrollment limited to 30. {A} Credits: 2
Members of the department
Annually, Fall, Spring

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
Fall, Spring, Variable

DAN 133 Dance for Every Body
This course serves as an accessible dance course for all students interested in dance, regardless of ability and dance experience. Throughout the semester, students are introduced to a variety of dance forms and approaches (contemporary dance, salsa, jazz/funk, improvisation). The course promotes the development of dancing skills, aesthetic appreciation, community connection and cultural literacy. In these studio classes, students learn dance techniques while cultivating physical competencies, artistic creativity and bodily expressivity as a part of a community experience. Assignments, class discussions and movement material are designed to foster critical analysis of contemporary issues related to the interaction of dance and society. {A} Credits: 2
Members of the department
Fall, Spring, Variable

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
Fall, Spring, Variable

DAN 138 Dance in Musical Theatre
This course explores the creation and performance of dance as it relates to musicals and storytelling in theater. Students practice applicable dance techniques and choreographic principles, gaining a hands on understanding of dance in musicals. The course embraces a diversity of styles and definitions of musicals. Instructors build upon their own training to teach material in the lineage of one or more dance forms—e.g., jazz, tap, ballet, modern dance, hip hop—that feature in musicals for the stage and the screen. The course situates its topic in relevant historical and cultural contexts. Open to students at all levels of experience. {A} Credits: 2
Members of the department
Fall, Spring, Variable

DAN 141fl Topics in Dance Forms-Flamenco
This course is a comprehensive introduction to flamenco, a product of Spain's blended Andalusian culture. Principles of flamenco musicality and structure are combined with the foundations of flamenco dance technique. Students will study colocación (placement), estilización (stylization), posturas (postures), brazeo (armwork), floreo (handwork), vueltas (turns), taconeo (footwork), compás (phrasing), palmas (rhythmic clapping), jaleo (words of encouragement), and letras (verses). These skills will be applied to choreographic studies and improvisation in a juerga (social) setting. Throughout the semester, students will use their knowledge to build a patada (a short dance) in one of two styles - bulerías or tangos. Sturdy, heeled shoes are required. {A} Credits: 2

DAN 141kr Topics in Dance Forms: Korean Dance
This is an introductory technique course to Traditional Korean Dance. No previous dance experience required. Korean identity, culture and aesthetics will be explored through dance. The class will focus on traditional dance vocabulary (didgi, gulshin, euleugi, gamgi, yeonpungdae), music and types of rhythms (gutgeori, jajinmori, heemori, shibbak), and breathing technique (hoheub). Students will learn excerpts of traditional repertory, such as palace dances, as well as modern reinventions of Korean traditional dance. {A} Credits: 2
Members of the department
Fall, Spring, Variable

DAN 142wa Topics: Dance Forms of the African Diaspora: 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
Fall, Spring, Variable

DAN 144 Tango I
Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class includes the movements, the steps, the history, and anecdotes about the culture of Tango. We cover traditional and modern forms. All dancers learn lead and follow, so you do not need a partner. Wear leather-soled shoes or bring socks. {A} Credits: 2
Members of the department
Fall, Spring, Variable

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
Fall, 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 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
Fall, Spring, Variable

DAN 151 Elementary Dance Composition

Introductory study of dance composition, including movement research, spatial design, rhythmic phrasing, musical forms, and performance. Enrollment limited to 12. {A} Credits: 4
Members of the department
Spring

DAN 171 Dance History: Political Bodies From the Stage to the Page

This course 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
Lester Tomè
Fall

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
Fall, Spring

DAN 201 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 maximum of two credits per semester. Can be taken with DAN 200. {A} Credits: 1
Members of the department
Fall, 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, flexibility, 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
Spring

DAN 205 Conditioning for Dancers

Credits: 2
Members of the department
Fall, Spring, Variable

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
Fall

DAN 212/ THE 212 The Moving Body in Devised Theater and Performance

Students immerse in the process of collective creation towards performance. With emphasis on ensemble work and understanding the body as the locus of communication. Students study dance theater companies including Frantic Assembly, DV8, Complicité, Double Edge Theatre, Pina Bausch, and Agile Rascal Bicycle Touring Theatre with the aim of creating a process that is unique to the group and to the political and social reality of the present moment. Students engage with text as an embodied practice. Actors, dancers, directors, improvisers, poets, visual artists, writers, and designers are all welcomed and essential. Previous experience in artistic collaborations is preferable. Enrollment limited to 15. (E) {A} Credits: 2
Members of the department
Fall, Spring, Variable

DAN 215 Intermediate Contemporary Dance 1

Prerequisite: DAN 113 or previous dance experience. Enrollment limited to 30. {A} Credits: 2
Angie Hauser
Fall

DAN 216 Intermediate Contemporary Dance 2

Prerequisite: DAN 215 or previous dance experience. Enrollment limited to 30. {A} Credits: 2
Angie Hauser
Spring

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
Chris Aiken
Annually, Fall, Spring

DAN 222 Intermediate Ballet 1
Prerequisite: DAN 121 or previous dance experience. Enrollment limited to 25. {A} Credits: 2
Rodger Fleming Blum
Fall

DAN 223 Intermediate Ballet 2
Prerequisite: previous dance experience. Enrollment limited to 30. {A} Credits: 2
Rodger Fleming Blum
Spring

DAN 227 Intermediate Pointe Technique
This course is an intermediate study of contemporary pointe technique. All students are assumed to have an appropriate level of ballet technique (as covered in the FCDD's ballet courses or the equivalent). The FCD Advanced Placement status is not required however, all students must be concurrently registered for a related two credit technique class and are required to be at the intermediate level in that technique. Meets with DAN 327. Combined enrollment limited to 30. {A} Credits: 1
Members of the department
Annually, Fall, Spring

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. Enrollment limited to 25. (E) {A} Credits: 2
Members of the department
Fall, Spring, Variable

DAN 232 Jazz III/Hip-Hop
Further examination of jazz dance principles. Limited enrollment. {A} Credits: 2
Members of the department
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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
Spring

DAN 244 Tango II
This class is open to people who have completed the 100-level Tango course, or who already have competence in social Tango from previous study. We continue and deepen the study of Tango as a social dance form, while also being introduced to Tango's performance vocabulary. We remain focused on the lead and follow "voices" of Tango's iconic archetypes, and study Tango's styles, in both traditional and nuevo (emerging) contexts. The class also studies the creation and organization of Tango dance communities. A partner is not necessary. Wear leather-soled dance shoes or bring socks. Enrollment limited to 20. {A} Credits: 2
Members of the department
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
Spring

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 10. {A} Credits: 4
Angie Hauser
Fall

DAN 267 Dance in the Community
During the first part of the semester, students in the Dancing in the Community course collaborate to create an interactive lecture demonstration of dances based on their interests and backgrounds. The program will be adapted for audiences of all ages and abilities. The second half of the semester, students will travel to various venues in the Pioneer Valley to perform. Performances will be held during the Tuesday/Thursday class period. A strong background in dance is not required but students must be interested in movement and willing to perform. Enrollment limited to 12. {A} Credits: 4
Members of the department
Spring

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
Lester Tomè
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
Jake Meginsky
Alternate Years, Fall, Spring

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. Credits: 1
Members of the department
Annually, Fall, Spring

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
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
Fall

DAN 317 Advanced Contemporary Dance 1

By audition/permission only. Prerequisite: DAN 216. Enrollment limited to 25 {A} Credits: 2
Members of the department
Fall

DAN 318 Advanced Contemporary Dance 2

Audition required. Prerequisite: DAN 317. Enrollment limited to 25. {A} Credits: 2
Members of the department
Spring

DAN 324 Advanced Ballet 1

By audition/permission only. {A} Credits: 2
Rodger Fleming Blum
Fall

DAN 325 Advanced Ballet 2

By audition/permission only. Enrollment limited to 30. {A} Credits: 2
Rodger Fleming Blum
Spring

DAN 327 Advanced Pointe Technique

This course is an advanced study of contemporary pointe technique. All students are assumed to have an appropriate level of ballet technique (as covered in the FCDD's ballet courses or the equivalent). The FCD Advanced Placement status is not required however, all students must be concurrently registered for a related two credit technique class and are required to be at the advanced level in that technique. Meets with DAN 227. Combined enrollment limited to 30. {A} Credits: 1
Members of the department
Annually, Fall, 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 being 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
Alternate Years, Spring

DAN 377ci Advanced Studies in History and Aesthetics: Contact Improvisation Practice and 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. Enrollment limited to 20. {A} Credits: 4
Chris Aiken
Fall, Spring, Variable

DAN 377pd Advanced Studies in History and Aesthetics: PhoneDance: Motion & Meaning in Digital Choreographies

The smartphone is a powerful tool and 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? Can the ease of phone video enhance dance in this time of social distancing and remote connections, or merely reinforce

the challenges in making coherent composition? Does the democratization of expensive and complex technologies benefit the field or dilute it? What creative possibilities are revealed by our current limitations? Enrollment limited to 20. (E) {A} Credits: 4
Rodger Fleming Blum
Fall, Spring, Variable

DAN 377sa Topics in Advanced Studies in History and Aesthetics-Salsa in Theory and Practice

This course is an in-depth exploration of salsa from theoretical and practical perspectives. Dance lessons familiarize the students with beginner to intermediate level salsa steps, targeting skills in bodily coordination, musicality, expressivity and improvisation, as well as in memorization of choreography and communication between partners. The learning of the dance is framed within and analysis of literature on salsa cutting across dance history, anthropology, musicology and cultural studies. Readings, documentaries, class discussions and research assignments situate salsa as an expression of Latino and Latin American cultures, but also as a global product through which dancers and musicians from Cuba to Japan perform notions of gender, ethnicity and nationality. No previous dance experience required. Enrollment limited to 20. {A} Credits: 4
Lester Tomè
Fall, Spring, Variable

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
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: 4
Members of the department
Fall, Spring

DAN 430D Honors Project

Credits: 4
Members of the department
Annually, Fall, Spring

DAN 431 Honors Project

Credits: 8
Members of the department
Annually, Fall, Spring

DAN 500ms Graduate Seminar: Topics in Dance Theory-Music and Sound

Credits: 3
Jake Meginsky
Fall, Spring, Variable

DAN 500pc Graduate Seminar: Topics in Dance Theory-Philosophies of Contemporary Dance

Credits: 4
Lester Tomè
Fall, Spring, Variable

DAN 500pi Graduate Seminar: Topics in Dance Theory-Performance Improvisation

Enrollment limited to 12. Dance MFA students only. Instructor permission required. Credits: 3
Angie Hauser
Fall, Spring, Variable

DAN 500pt Graduate Seminar: Topics in Dance Theory-The Pedagogy of Dance Technique

The goal of this course is to grow pedagogical techniques for teaching dance technique that can be used on a college or high school level. These strategies should include a thoughtful understanding of each teacher's creative aesthetic, artistic philosophy, current passions in the field of dance and dance making, and a personal sense of the value of dance and its place in our culture. Enrollment limited to 12. Dance MFA students only. Instructor permission required. Credits: 3
Members of the department
Fall, Spring, Variable

DAN 500vc Graduate Seminar: Topics in Dance Theory-Video and the Camera

Credits: 3
Rodger Fleming Blum
Fall, Spring, Variable

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
Fall, Spring

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
Fall, Spring

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). Credits: 3
Alternate Years, Fall, Spring

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
Angie Hauser
Alternate Years, Fall, Spring

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
Lester Tomè
Alternate Years, Fall, Spring

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
Chris Aiken
Alternate Years, Fall, Spring

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
Chris Aiken
Alternate Years, Fall, 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. Credits: 2
Fall, Spring, Variable

DAN 580 Special Studies

Credits: 4
Members of the department
Fall, Spring

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
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
Spring

East Asian Languages and Cultures

Professors
Kimberly Kono, Ph.D. [†2]
Sujane Wu, Ph.D. [*1]
Marnie Anderson, Chair, 2022-2023, History Department

Associate Professor
Jessica D. Moyer, Ph.D.

Assistant Professors
Irhe Sohn, Ph.D.

Senior Lecturers
Yalin Chen, M.A. [*1, *2]
Yuri Kumagai, Ed.D. [**1]
Suk Massey, C.A.G.S. [**2]
Atsuko Takahashi, M.S. Ed.

Lecturers
Ya-Ching Hsu, M.A.
Shihyun Kim, Ph.D.
Lu Yu, 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

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

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

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
Fall

CHI 111 Chinese I (Intensive)

A continuation of CHI 110. Prerequisite: CHI 110 or permission of the instructor. Enrollment limited to 15. {F} Credits: 5
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: CHI 111 or permission of the instructor. {F} Credits: 5
Fall

CHI 221 Chinese II (Intensive)

A continuation of CHI 220. Prerequisite: CHI 220 or permission of the instructor. Enrollment limited to 15. {F} Credits: 5
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
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: CHI 301 or permission of the instructor. Enrollment limited to 15. {F} Credits: 4
Spring

CHI 350 Advanced Readings in Chinese: Modern Literary Texts

Development of advanced proficiency in four skills through the study and discussion of selected modern Chinese literary and cinematic texts. Students 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
Alternate Years, Fall, Spring

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 or its equivalent. Placement test required if a student has not taken CHI 302. Instructor permission required. {F} Credits: 4
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 societythrough the controversies and debates surrounding the epidemics, and Covid-19 in particular, whiledeveloping their Chinese language skills in the process. In this course, we will attempt to understandpeople's experiences and feelings in the locked-down cities, analyze gender issues in the medical careworkplace, 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. {F} Credits: 4
Fall

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
Fall, Spring, Variable

EAL 232/ WLT 232 Modern Chinese Literature

Offered as WLT 232 and 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 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
Alternate Years, Fall, 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
Fall, Spring, Variable

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
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
Fall, Spring, Variable

EAL 237 Chinese Poetry and 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; What makes a painting a silent poem? and a poem a lyrical painting? and how do poetry and painting inspire one another? How do they respond to one another? All readings are in English translation. {L} Credits: 4
Fall, Spring, Variable

EAL 239/ WLT 239 Intimacy in Contemporary Chinese Women's Fiction

Offered as EAL 239 and 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
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Fall, 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
Fall, Spring, Variable

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
Fall

EAL 272 Colloquium: Literature, Art and Culture in Edo Japan

This course examines the development and inter-relationship of literature, art, and culture in the Edo period (1600-1868). We look particularly at the vibrant urban culture of the three cities of Kyoto, Osaka, and Edo (Tokyo). Many well-known expressions of modern Japanese culture have their roots in the flourishing culture of the Edo era townspeople that developed under the watchful and frequently punishing scrutiny of the Tokugawa samurai government. No knowledge of Japanese required. Enrollment limited to 20. {L} Credits: 4
Spring

EAL 273 Colloquium: 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
Fall, Spring, Variable

EAL 274 Voices From Japan's Margins

Reflecting their marginalized status in Japanese society, minority groups in Japan, including Ainu, burakumin, Korean-Japanese, and Okinawans, have until recently received minimal recognition in modern Japanese literature. This course will examine "minority literature" in Japan in order to develop students' knowledge of the experiences of ethnic minorities in Japan as well as the ways in which these experiences have been reflected in literature and film. We will consider how this literature has been received in Japan and how "minority" subjects have utilized the media of film and literature to present their own voices. {L} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

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 limited to 20. Credits: 4
Fall, Spring, Variable

EAL 360rw Seminar: Topics in East Asian Languages and Literature-Notorious Trailblazers: Reading Women's Lives, Past and Present

The seminar is for students who want to design and deeply engage in their own independent research project to explore the following questions on East Asian Women's life experiences: What do we really know about the social, political and literary roles that women play in pre-modern society? Do women throughout 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 through writing? In modern society, how do we understand women's voices when the traditional perspective still has its impact? Are we still accustomed to reading women's life 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 East Asia through critical exploration of representation, reception, and agency. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Fall, Spring, Variable

EAL 400 Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. Credits: 4
Annually, Fall, Spring

EAL 430D Honors Project

Credits: 8
Fall

EAL 431 Honors Project

Credits: 8
Fall

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
Fall

JPN 111 Japanese I (Intensive)

A continuation of JPN 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. Enrollment limited to 15. {F} Credits: 5
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: JPN 111 or permission of the instructor. {F} Credits: 5
Fall

JPN 221 Japanese II (Intensive)
A continuation of JPN 220. Prerequisite: JPN 220 or permission of the instructor. Enrollment limited to 15. {F} Credits: 5
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: JPN 221 or permission of the instructor. {F} Credits: 4
Fall

JPN 302 Japanese III
A continuation of JPN 301. Prerequisite: JPN 301 or permission of the instructor. {F} Credits: 4
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
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
Spring

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
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. Enrollment limited to 15. {F} Credits: 4
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
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. Enrollment limited to 15. {F} Credits: 4
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
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. Enrollment limited to 15. {F} Credits: 4
Spring

Crosslisted Courses

ANT 223 In Sickness and in Health: Biopolitics, Public Health, and Medicine in East Asia
See course listing in Anthropology for full curricular details.

ANT 252 The City and the Countryside in China
See course listing in Anthropology for full curricular details.

ANT 253 Introduction to East Asian Societies and Cultures
See course listing in Anthropology for full curricular details.

ARH 200 China in Expansion
See course listing in Art for full curricular details.

ARH 280ib Colloquium: Topics in Art Historical Studies-Playing with Ink and Brush
See course listing in Art for full curricular details.

ARH 280mc Colloquium: Topics in Art Historical Studies-Meditations in Caves
See course listing in Art for full curricular details.

ARH 352ce Seminar: Topics in Art History-Imperial Matter: The Arts of China's Early Empires
See course listing in Art for full curricular details.

FYS 150 Writing and Power in China
See course listing in First-Year Seminar for full curricular details.

FYS 183 Geisha, Wise Mothers, and Working Women
See course listing in First-Year Seminar for full curricular details.

GOV 228 Government and Politics of Japan
See course listing in Government for full curricular details.

GOV 230 Chinese Politics
See course listing in Government for full curricular details.

GOV 235 Government and Politics in East Asia
See course listing in Government for full curricular details.

GOV 236 Comparative Politics of Immigration
See course listing in Government for full curricular details.

GOV 251 Foreign Policy of Japan
See course listing in Government for full curricular details.

GOV 328 Rising China
See course listing in Government for full curricular details.

GOV 329 Comparative Politics of Northeast Asia
See course listing in Government for full curricular details.

GOV 340 Seminar:Taiwan-Internal Politics and Cross-Strait Relations
See course listing in Government for full curricular details.

GOV 348ca Seminar: Topics in International Politics-Conflict and Cooperation in Asia
See course listing in Government for full curricular details.

HST 200 Modern East Asia
See course listing in History for full curricular details.

HST 213 History of Modern China
See course listing in History for full curricular details.

HST 217 (L) World War Two in East Asia: History and Memory
See course listing in History for full curricular details.

HST 221 (L) Samurai to Sony: The Rise of Modern Japan
See course listing in History for full curricular details.

HST 222pp Colloquium: Topics in Japanese History-The Place of Protest in Early Modern Japan
See course listing in History for full curricular details.

HST 223at Colloquium: Topics on Women and Gender in Japanese History-Ancient Times to the 19th Century
See course listing in History for full curricular details.

HST 301 Calderwood Seminar: Writing about Twentieth-Century Wars in Asia
See course listing in History for full curricular details.

HST 313ap Seminar: Topics in East Asian History-Remembering the Asia-Pacific War
See course listing in History for full curricular details.

PHI 112 Chinese Philosophy
See course listing in Philosophy for full curricular details.

REL 161 Introduction to Buddhist Thought
See course listing in Religion for full curricular details.

REL 164 Buddhist Meditation
See course listing in Religion for full curricular details.

REL 270 Zen Buddhism and Japanese Culture
See course listing in Religion for full curricular details.

ENG 171/ WLT 272 Composing a Self: Chinese and English Voices
See course listing in World Literatures for full curricular details.

WLT 270 Colloquium: Health and Illness: Literary Explorations
See course listing in World Literatures for full curricular details.

Economics

Professors
Deborah Haas-Wilson, Ph.D. **1, *2
Mahnaz Mahdavi, Ph.D. Chair
James Daniel Miller, Ph.D., J.D.
Roisin Ellen O'Sullivan, Ph.D. **2
Lucie Schmidt, Ph.D. †2

Associate Professor
Terry-Ann Craigie, Ph.D.
Susan Stratton Sayre, Ph.D. †1
Vis Taraz, Ph.D. †1

Assistant Professors
Argyris Tsiaras, Ph.D.
Jorge Vasquez, Ph.D.
Pun Winichakul, 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, Mahnaz Mahdavi, James Miller, Roisin O'Sullivan, Lucie Schmidt, Susan Stratton Sayre, Vis Taraz, Argyris Tsiaras and Mariyana Zapryanova.

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 SDS 201 (when taken at Smith),SDS 220 or SDS 291. In the case of SDS 201 and SDS 220, the students will be required to take six rather than five economics courses beyond the core. ECO 220 may be replaced by SDS 201 transfer credit with the permission of the faculty major adviser or department chair. Students who have already taken any of GOV 203, SOC 204, SDS 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 withSDS 201 (when taken at Smith), SDS 220 or SDS 291. In the case of SDS 201 and SDS 220, the students will be required to take six rather than five economics courses beyond the core.ECO 220 may be replaced by SDS 201 transfer credit with the permission of the faculty major adviser or department chair. Students who have already taken any of GOV 203, SOC 204, SDS 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 (not including those from one- or two-credit special studies) 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.

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
Annually, Fall, Spring

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. Enrollment limited to 40. {S} Credits: 4
Fall, Spring

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. Enrollment limited to 40. {S} Credits: 4
Fall, Spring

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? Prerequisites: ECO 150. {S} Credits: 4
Alternate Years, Fall, Spring

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
Annually, Fall, Spring

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} {S} Credits: 5
Annually, Fall, 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 carceralpopulation. 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 massincarceration? Finally, what can we do about it, that is, can we use economic tools to examine theefficacy of criminal justice reform? Prerequisite: ECO 150. {S} Credits: 4
Annually, Fall, Spring

ECO 223 Introduction to Political Economy
In this course, we use economic analysis tools 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 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. Prerequisites: ECO 150 or ECO 153. (E) {S} Credits: 4
Fall, Spring, Variable

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
Annually, Fall, Spring

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 ECO 153. Enrollment limited to 36. {S} Credits: 4
Alternate Years, Fall, Spring

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, from antiquity to the present. 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. Prerequisite: ECO 150 or ECO 153, or the equivalent. {S} Credits: 4
Fall, Spring, Variable

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: ECO 150, ECO 153, MTH 111 and either ECO 220, SDS 220 or SDS 291. {M} {S} Credits: 4
Annually, Fall, Spring

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
Annually, Fall, Spring

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
Fall, Spring

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. Credits: 4
Fall, Spring, Variable

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. Prerequisites: ECO 220 and ECO 250. MTH 212 is recommended. {M} {S} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

ECO 259 Urban Economics
Students will learn the basics of urban economics from two contrasting perspectives: Neoclassical Economics and Political Economy. The first section of the course uses neoclassical tools of economic analysis to underscore location, agglomeration, and congestion in production and labor markets. The second part of our course uses political economy analysis to examine the distributional confl icts in urban space. We will learn that the social production of our cities is inscribed in class, gender and race relations, often reflecting these relations. Finally, we will also learn GIS basics to represent economic insights through maps. Prerequisites: ECO 250. (E) {S} Credits: 4
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

ECO 261 Economics of Healthcare
An examination of current economic and public policy issues in health care. Topics include health care reform and the Affordable Care Act, regulation and competition policies in markets for health insurance, physician services and hospital services; public policies to enhance access (Medicare and Medicaid) and health care quality; and the economics of the pharmaceutical industry. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. {S} Credits: 4
Fall, Spring, Variable

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
Fall

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. {S} Credits: 4
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

ECO 285 Colloquium: Applied Financial Econometrics
This course offers an introduction to computational finance and financial time-series econometrics, emphasizing empirical applications using the R programming language. Financial topics covered include optimal portfolio construction and performance evaluation; factor pricing models; equity and option valuation; and return predictability. Econometric topics covered include time-series regressions, forecasting, event study analysis, and GARCH models. No prior knowledge of R or financial economics is assumed. Prerequisites: MTH 111, (ECO 240 or SDS 291) and (ECO 250 or ECO 253). Enrollment limited to 25. (E) {S} Credits: 4
Alternate Years, Fall, Spring

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
Annually, Fall, Spring

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
Spring

ECO 311in Seminar: Topics in Economic Development-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. Prerequisites: ECO 220 and ECO 250. Recommended: ECO 211 or ECO 213. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

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, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: ECO 250. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S} Credits: 4
Annually, Fall, Spring

ECO 324nr Seminar: Topics in the Economics of the Environment-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 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

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. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

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: Are criminals rational economic actors? What policies most efficiently mitigate the social costs associated with criminal activity? What role does incarceration play in deterrence incapacitation, and rehabilitation? Second, develop the key tools for economic work including analytical thinking and writing as well as research and presentation skills. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

ECO 361 Seminar: Economics of Discrimination
It is hotly debated whether and to what extent observable outcome differentials in various markets canbe attributed to the effects of discrimination. This course will critically explore various discriminationtopics, paying special attention to the evidence in the economics literature that potentially proves ordisproves the presence of discrimination. A critical skill essential to the economic analysis ofdiscrimination is the use of econometrics in analyzing discriminatory practices. We will explore themain econometric methods used to measure discrimination, debate their strengths and limitations, aswell as discuss the economic implications for anti-discriminatory policies. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Annually, Fall, Spring

ECO 364 Seminar: The Economics of Future Technology
Brain implants, embryo selection, self-driving cars, nanotechnology, robot nurses, virtual teachers, cognitive enhancing drugs and artificial general intelligences are among the technologies that might have a large impact on our economy over the next few decades. This seminar uses the tools of microeconomics to explore the potential effects of these and other possible technologies and to explain how economic incentives shape the types of technologies businesses develop. Prerequisite: ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Alternate Years, Fall, Spring

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

ECO 400 Special Studies
Admission to special studies is by permission of the department. S/U only. Credits: 1
Annually, Fall, Spring

ECO 401 Special Studies
Credits: 2
Annually, Fall, Spring

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
Annually, Fall, Spring

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
Annually, Fall, Spring

ECO 430 Honors Project
Honors project Credits: 4
Annually, Fall, Spring

ECO 430D Honors Project
Credits: 4
Annually, Fall, Spring

Crosslisted Courses

MES 220 The Arab Spring: Economic Roots and Aftermath
See course listing in Middle East Studies for full curricular details.

PPL 220 Public Policy Analysis
See course listing in Public Policy for full curricular details.

Education and Child Study

Professors
Sam M. Intrator, Ph.D. *1 Elizabeth A. Woodson 1922 Professor of Education and Child Study
Lucy W. Mule, Ph.D.

Associate Professors
Shannon Audley, Ph.D.

Assistant Professors
Maleka Donaldson, Ed.D.
Cristina Valencia Mazzanti

Lecturers
Miranda McCarvel, Ph.D.
Hannah Lord, PsyD
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.
Rebecca Gonzalez-Kreisberg, M.A.T
Joseph Golossi, M.A.
Danielle L'Heureux, M.Ed.
Paul Matylas, Ed.M.
Sarah Mueller, M.Ed.
Amanda C. Newton, M.Ed.
Jane Rothberg, M.A.
Williams, Sonja, M.A.Ed.
Madeleine Zuck, M.Ed.

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 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. Courses required for the minor in Education and Child Study may not be taken S/U.

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 Baccalaureate and 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, 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. Please refer to the Education and Child Study website for specific guidelines for licensure.

Courses

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 urban environment. Our essential question: How have urban educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we investigate school reform efforts at the macro-level by looking at policy-driven initiatives such as high stakes testing, vouchers and privatization, and at the local level by exploring the work of teachers, parents, youth workers and reformers. Fieldwork opportunities are available for students. Enrollment limited to 35. Credits: 4
Samuel Intrator
Fall

EDC 206/ MTH 206 Statistical Literacy in Educational Research and Policy

Offered as EDC 206 and 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. {M} Credits: 4
Shannon Audley
Fall, Spring, Variable

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) {S} Credits: 4
Miranda McCarvel
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 Kenya. Enrollment limited to 30. {S} Credits: 4
Members of the department
Fall, Spring, Variable

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
Shannon Audley
Spring

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
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
Shannon Audley
Fall, Spring

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
Lucy Mule
Fall, Spring, Variable

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
Maleka Donaldson
Fall, Spring

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
Hannah Lord
Fall, Spring, Variable

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. {S} Credits: 4
Maleka Donaldson
Fall, Spring, Variable

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
Lucy Mule
Fall, Spring, Variable

EDC 298 Rethinking Leadership and Policy Practicum

This practicum is the internship with a school or educational setting designed as the companion experience to EDC 299. This experience (which will involve a remote internship) will provide students with an opportunity to pursue deeper understanding about the impact of current challenges facing education, teaching, school reform and educational policy. We will examine how educators can better harness what is known in the research. S/U only. Instructor permission required. (E) Credits: 1
Samuel Intrator
Fall, Spring, Variable

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 while completing a remote internship 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 applied for and been accepted into the Mindich Fellowship. Prerequisite: EDC 298. Enrollment limited to 40. (E) {S} Credits: 3
Samuel Intrator
Spring

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. Enrollment limited to 35. Credits: 4
Members of the department
Spring

EDC 331 Seminar: 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 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 limited to 15. Juniors and seniors only. Instructor permission required. Credits: 4
Shannon Audley
Alternate Years, Fall, Spring

EDC 336rm Seminar: Topics in Education-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 be paired 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Cristina Valencia Mazzanti
Fall, Spring, Variable

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: EDC 238. Open to juniors, seniors and graduate students only, with permission. {S} Credits: 4
Cristina Valencia Mazzanti
Fall

EDC 340 Senior Colloquium

A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior EDC majors. Enrollment limited to 20. {S} Credits: 4
Members of the department
Spring

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: EDC 235 or permission of the instructor. {S} Credits: 4
Shannon Audley
Fall, Spring, Variable

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
Samuel Intrator
Fall, Spring, Variable

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. (Can also count for the International/Global Education Strand) Enrollment limited to 35. {S} Credits: 4
Lucy Mule
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. Co-requisite: EDC 345L. Instructor permission required. {S} Credits: 4
Cristina Valencia Mazzanti, Maleka Donaldson
Fall, Spring

EDC 345L Elementary Student Teaching Practicum Lab

This lab accompanies the elementary student teaching internship course EDC 345D. The focus of the lab will be the examination of student teaching dilemmas for discussion and reflection. Student teachers will be introduced to key topics germane to their internship while examining the student teaching experience. The course will bring together content knowledge, professional dispositions/caring, instructional methods, assessment strategies, collaboration, diversity, classroom management, and technology. In this lab, student teachers will also reflect on teaching and their plans for future learning, and work on building the portfolio of teaching required for state licensure. Only open to students in Smith's teacher education program. Corequisite: EDC 352D. S/U only. (E) Credits: 1
Jillian DiBonaventura
Fall, Spring

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. Department permission required. {S} Credits: 8
Members of the department
Annually, Fall, Spring

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
Hannah Lord
Fall

EDC 352 Methods of Instruction
Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject-matter area. Content frameworks and standards serve as the organizing themes for the course. Admission by permission of the department. Corequisite: EDC 352L. Credits: 4
Shannon Audley
Fall

EDC 352L Secondary Student Teaching Practicum Lab
This lab accompanies the secondary student teaching internship course EDC 352. The focus of the lab will be the examination of student teaching dilemmas for discussion and reflection. Student teachers will be introduced to key topics germane to their internship while examining the student teaching experience. The course will bring together content knowledge, professional dispositions/caring, instructional methods, assessment strategies, collaboration, diversity, classroom management, and technology. In this lab, student teachers will also reflect on teaching and their plans for future learning, and work on building the portfolio of teaching required for state licensure. Only open to students in Smith's teacher education program. Corequisite: EDC 352. S/U only. (E) Credits: 1
Jillian DiBonaventura
Fall, Spring

EDC 390 Colloquium: 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
Glenn Ellis
Spring

EDC 400 Special Studies
Credits: 4
Members of the department
Fall, Spring

EDC 432D Honors Project
Credits: 6
Members of the department
Fall, Spring

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
Fall, Spring, Variable

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
Hannah Lord
Fall

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
Lucy Mule
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
Samuel Intrator
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
Shannon Audley
Fall, Spring, Variable

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
Annually, Fall, Spring

EDC 580 Advanced Studies
Open to seniors by permission of the department. Credits: 4
Members of the department
Fall, Spring

Crosslisted Courses

CCX 120 Community-Based Learning: Ethics and Practice
See course listing in Community Engagement and Social Change Concentration Program for full curricular details.

CCX 320 Capstone Seminar for the Community Engagement and Social Change Concentration
See course listing in Community Engagement and Social Change Concentration Program for full curricular details.

ENG 399 Teaching Literature
See course listing in English Language and Literature for full curricular details.

HST 390 Seminar: Teaching History
See course listing in History for full curricular details.

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition
See course listing in Italian Studies for full curricular details.

LSS 110 Interpreting New England Landscape
See course listing in Landscape Studies for full curricular details.

SOC 317 Seminar: Inequality in Higher Education
See course listing in Sociology for full curricular details.

Engineering

Director, Picker Engineering Program
Andrew John Guswa, Ph.D.

Professors
JJudith B. Cardell, Ph.D. *1
Glenn William Ellis, Ph.D.
Borjana Mikic, Ph.D.
Susan Elizabeth Voss, Ph.D.

Associate Professors
Denise Annette McKahn, Ph.D. *1
Sarah Jean Moore, Ph.D. †2
Paul B. Voss, Ph.D.
Niveen S. Ismail, Ph.D. *1, †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
- 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 (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
one of CSC 110, 120, 205, 210, 220

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 exclusively 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
- Submitting a cogent proposal describing an alternative approach (e.g., concentration) including all courses the student will take to acquire curricular breadth, for consideration and approval by the engineering faculty in exceptional circumstances.

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: Borjana Mikic

Courses

EGR 100df Topics: Engineering for Everyone–Design for the Future

In this section of EGR 100, we will explore a range of future societal challenges before settling in on a "grand challenge" of particular interest to you and your classmates to focus on with our design work. Through readings, discussions, short assignments, and a semester-long collaborative design project, we will work together to identify unmet needs and learn a process for creating solutions to meet those needs. We will start by developing an initial understanding of a need area through relevant background research and then spend the majority of our time continually improving solution ideas through prototyping, testing, feedback and revision. Enrollment limited to 20. (E) {N} Credits: 4
Annually, Fall, Spring

EGR 100ee Topics: Engineering for Everyone–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
Fall, Spring, Variable

EGR 100hh Topics: Engineering for Everyone–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 throrough 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} Credits: 4
Fall, Spring, Variable

EGR 100sw Topics: Engineering for Everyone–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
Fall, Spring, Variable

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. Prerequisite: MTH 112, may be taken concurrently. Enrollment limited to 20. {N} Credits: 4
Spring

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: MTH 212. Enrollment limited to 20. Department permission required. {N} Credits: 5
Spring

EGR 270 Engineering Mechanics I

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
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 CHM 118) and MTH 212 (MTH 212 may be concurrent.) Enrollment limited to 20. {N} Credits: 4
Fall, Spring

EGR 312 Seminar: Atmospheric Processes

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 (may be concurrent). Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Alternate Years, Fall, Spring

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 SDS 220. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Fall, Spring, Variable

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 SDS 220. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Fall, Spring, Variable

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
Annually, Fall, Spring

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. Juniors and seniors only. Instructor permission required. {M} {N} Credits: 4
Fall, Spring, Variable

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. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

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 and basic linear algebra from courses such as PHY 210 or MTH 211. Enrollment limited to 20. {N} Credits: 4
Annually, Fall, Spring

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Fall, Spring, Variable

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

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, EGR 270 or EGR 290 and BIO 132. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

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. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Annually, Fall, Spring

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
Annually, Fall, Spring

EGR 373 Seminar: Skeletal Biomechanics

Knowledge of the mechanical and material behavior of the skeletal system is important for understanding how the human body functions, and how the biomechanical integrity of the tissues comprising the skeletal system are established during development, maintained during adulthood and restored following injury. This seminar provides a rigorous approach to examining the mechanical behavior of the skeletal tissues, including bone, tendon, ligament and cartilage. Engineering, basic science and clinical perspectives are integrated to study applications in the field of orthopaedic biomechanics. Prerequisites: EGR 375. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

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: 5
Fall, Spring

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
Annually, Fall, Spring

EGR 376 Materials Science and 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
Annually, Fall, Spring

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. Juniors and seniors only. Instructor permission required. Credits: 4
Fall, Spring, Variable

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 and EGR 290 (EGR 290 may be concurent.) Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

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. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

EGR 390fe Seminar: Advanced Topics in Engineering-Finite Element Modeling

Computer simulations are an increasingly large part of engineering research and design, but how do we know if the results on the screen match reality? This course is an introduction to finite element methods for the analysis of solids, fluids, and heat transfer. Topics covered include the creation of 1D, 2D, and 3D models of engineering problems in COMSOL Multiphysics (a commercial engineering program), comparison of modeled results to laboratory measurements, and the evaluation of modeled results. An emphasis will be not only on the creation of computer models, but also on how to validate those models with real world data. Small projects and modeling homework assignments will lead to a more complex final project on a chosen topic of interest. Prerequisites: EGR 270, EGR 290, and EGR 374. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

EGR 390ge Seminar: Advanced Topics in Engineering-Geothermal Engineering

Roughly two thirds of the energy used in a typical home in the United States is for heating and cooling. Most often, this energy is produced by burning fossil fuels or pulling electricity from the grid to power inefficient space heaters or air conditioners. Geothermal systems have been used since the 1970s to efficiently provide environmentally sustainable heating and cooling capacity for structures as small as homes or as large as hospitals. Topics to be covered include the different types of geothermal systems used for heating and cooling, calculating heat exchange, evaluation of site geothermal potential, design of geothermal systems, as well as construction techniques and considerations. Course activities will include discussions, design projects, and field trips to ongoing geothermal construction sites (when possible). Prerequisites: EGR 290. Limited to Engineering Majors. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

EGR 390rs Seminar: Advanced Topics in Engineering-Remote Sensing

Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

EGR 390sm Seminar: Advanced Topics in Engineering-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. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

EGR 400 Special Studies

Credits: 4
Annually, Fall, Spring

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. Credits: 1
Annually, Fall, Spring

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. Credits: 3
Annually, Fall, Spring

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
Annually, Fall, Spring

EGR 431D Honors Capstone Design with Faculty

Honors version of EGR 421D. Corequisite EGR 410D.Requires permission of the department. Credits: 4
Annually, Fall, Spring

English Language and Literature

Professors
Douglas Lane Patey, Ph.D. [**1]
Michael E. Gorra, Ph.D. [**2]
Richard H. Millington, Ph.D.
Craig R. Davis, Ph.D. [**1]
Naomi J. Miller, Ph.D. [**1, *2]
Cornelia D.J. Pearsall, Ph.D. †1
Michael T. Thurston, Ph.D. [†1, †2]
Gillian Murray Kendall, Ph.D. [†2]
Ambreen Hai, Ph.D., Chair
Floyd D. Cheung, Ph.D. [†1, †2]
Ruth Ozeki, A.B.
Daphne M. Lamothe, Ph.D. (Africana Studies)

Elizabeth Drew Professor
Carole DeSanti, A.B.

Grace Hazard Conkling Writer-in-Residence
Leila Chatti, M.F.A.

Joan Leiman Jacobson Visiting Non-Fiction Writer
Russell G. Rymer

Lucille Geier Lakes Writer-in-Residence
Annie Paul

Associate Professors
Andrea Stephanie Stone, Ph.D.
Lily Gurton-Wachter, Ph.D.

Assistant Professor
Jina Boyong Kim, Ph.D.
Melissa Parrish, Ph.D

Adjunct Professor
William Henry Hagen, Ph.D.

Lecturers
Heather Abel, M.F.A
Julio Alves, Ph.D.
T. Susan Chang
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.
Jonathan Ruseski
Peter Sapira, M.F.A.
Samuel Scheer, M.Phil.
Susan Stinson, B.A.
Magdalena Zapedowska

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, Asian 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: Gillian Kendall (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 by the third week 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

Courses

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. First half of semester course. {A} Credits: 1

Julio Alves

Fall, Spring, Variable

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. S/U only. Course may be repeated. {L} Credits: 2

Matt Donovan

Fall, Spring

ENG 118hm Colloquium: Topics in Writing-No, Seriously… What's So Funny? Writing about Humor

Nietzsche called maturity the rediscovered seriousness of a child at play. What is the meaning of comedy, in light of this "seriousness of the child at play?" Why do we laugh, at what and in what way? How do we distinguish silly comedy from serious comedy? This course examines such questions on comic platforms including film, music, videos, short stories and cartoons. We explore the "structure" of the comic moment as viewer or listener encounters surprise, transgression or enchantment, especially in 20th-century comedy, and the affectivity of the comic encounter from pure "clowning" to savage social commentary. Enrollment limited to 15. WI Credits: 4

Peter Sapira

Fall, Spring, Variable

ENG 118lf Colloquium in Writing: Liberating the Future

In the era of rapid climate change, global migration, enormous income disparities driven by capitalism's greed for profit, and a pandemic that disproportionately affects Black, Brown, and low-income people, the future has become an urgent concern. Although media reports can feel apocalyptic, this concern has also inspired visions of a world free from capitalism, police, and injustice. This course delves into innovative, liberating responses to this moment of crisis, including Black feminist lessons from marine mammals and Indigenous peoples' restorative responses to climate change. Our readings foreground African American, Indigenous, and LGBTQ+ voices in various nonfiction genres. WI Credits: 4

Magdalena Zapedowska

Fall, Spring, Variable

ENG 118lg Colloquium: Topics in Writing-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 limited to 15. WI Credits: 4

Miranda McCarvel

Fall, Spring, Variable

ENG 118nw Colloquium: Topics in Writing-Nature and Wilderness: Science, Meaning and Space

The human relationship with nature is one of the most important questions in the world. Are we part of nature? Are we destroying it? Can we save it? Can it save us? And what is nature, anyway? Is it the opposite of "human" or is it the truth at our core? This course delves into these philosophical and practical

questions, entering into ongoing conversations in the humanities, science, literature, and activism on topics ranging from the value of "wilderness" to controversies around GMOs and the question of what harm humans may do by "colonizing" uninhabited planets. Enrollment limited to 15. (E) WI Credits: 4
Members of the department
Fall

ENG 118st Colloquium: Topics in Writing-The Art of the Steal: Remixing, Originality and Identity

This class explores our contemporary "remix culture" to ask pressing questions about creativity, originality, and identity. We explore the remix as a necessary tool for cultural transformation and look at our own experience of race, gender, sexual orientation, class, and ability as an opportunity to reimagine and transform old ideas. We will make a case for the remix as a place for critical updates to our culture, and discuss the possibilities of how remixing contributes to a richer production of cultural ideas. Our work will combine academic writing with multimedia "remix" projects and class discussion. Enrollment limited to 15. WI Credits: 4
Jonathan Ruseski
Fall, Spring, Variable

ENG 119lp Colloquium: Writing Roundtable Topics-Language and 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. Enrollment limited to 15. First years and sophomores only. (E) WI Credits: 4
Miranda McCarvel
Spring, Variable

ENG 125 Colloquium: 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 15. {A} Credits: 4
Members of the department
Fall, Spring

ENG 135pt Topics: Introduction to Writing Creative Nonfiction-Writing about Travel, Place and Time

Writing and reading assignments in this creative nonfiction course will draw from the linked themes of place and travel. You don't have to be a seasoned traveler to join the course; you can write about any place at all, including home. We'll also use the Smith campus and Northampton to create travel narratives, and will often work with images and creative walking exercises ("performance writing") in our assignments. You should be prepared to write frequently in class and out, read well, participate in class discussion, and be ready to explore your world with new eyes. Enrollment limited to 16. Credits: 4
Pam Petro
Spring, Variable

ENG 135ws Topics:And Introduction to Writing Creative Nonfiction-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. ENG 135 can be repeated once with a different topic. Enrollment limited to 16. Credits: 4
T. Susan Chang
Fall, Spring, Variable

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 limited to 16. Credits: 4
Members of the department
Fall, Spring, Variable

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
Fall, Spring, Variable

ENG 171/ WLT 272 Composing a Self: Chinese and English Voices

Offered as ENG 171 and 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. One WI course highly recommended. Enrollment limited to 16. {F} {L} Credits: 4
Sabina Knight
Alternate Years, Fall, Spring

ENG 184/AFR 170 Survey of African-American Literature 1746–1900

Offered as AFR 170 and 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
Fall, Spring, Variable

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
Fall, Spring

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. Enrollment limited to 20. WI {L} Credits: 4
Douglas Patey
Fall, Spring

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 nineteenth 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
Fall, Spring, Variable

ENG 202/ WLT 202 Western Classics in Translation, from Homer to Dante

Offered as ENG 202 and WLT 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
Nancy Shumate
Fall

ENG 203/ WLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Offered as WLT 203 and 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. WLT 203/ENG 203, like WLT 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
Spring

ENG 207/ HSC 207 The Technology of Reading and Writing

Offered as ENG 207 and 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
Douglas Patey
Alternate Years, Fall, Spring

ENG 208 Science Fiction? Speculative Fiction?

This course offers a chance to read and think about works of science fiction and fantasy, considering the forms theytake, the conventions they play with, and issues they address. We read novels and stories byH.G. Wells, Yevgeny Zamyatin, Ursula K. Le Guin, Octavia Butler, Maureen McHugh, Ian McLeod, Ted Chiang, Andrea Hairston and others. Several films, including Pan's Labyrinth. Prerequisite: one college-level literature course or permission of the instructor. Recommended for nonmajors. {L} Credits: 4
Torleif Persson
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Fall, Spring, Variable

ENG 216 Colloquium: 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 instructor permission required. Enrollment limited to 12. {A} {L} Credits: 4
Arda Collins
Annually, Fall, Spring

ENG 218 Colloquium: Monstrous Mothers

This course will explore the monstrosity of motherhood - the fear, disgust, alienation, and confusion of both being a mother and having one. We will discuss literary and cinematic representations of mothers as absent, distant, cruel, ambivalent, irresponsible, and deviant, and consider the ways we have been taught to think of motherhood both as a self-sacrifice and as necessary. But we will also seek new models of care, love, and attachment that are dependent neither on the sacrifice of one's self nor on biological reproduction and that recast mothering as potentially revolutionary. (E) {L} Credits: 4
Jina Kim, Lily Gurton-Wachter
Fall, Spring, Variable

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
Fall, Spring, Variable

ENG 220 Colloquium: The Voyage Within: The Novel in England from George Eliot to Virginia Woolf

What it would 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
Michael Gorra
Fall, Spring, Variable

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. (E) {A} {H} {L} Credits: 4
Members of the department
Fall, Spring, Variable

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
Andrea Stone
Fall, Spring, Variable

ENG 224 Colloquium: Frankenstein: The Making of a Monster

At the age of 19, Mary Shelley began writing the first science fiction novel. Frankenstein not only describes fears about monstrosity and accelerating technology; it also sets the stage for continuing discussions about gender, reproduction, race, ethics, and disability. To celebrate this groundbreaking novel's 200th anniversary, this co-taught class will explore the making of the text, alongside its monstrous legacy in contemporary culture. We will look at the novel's influences and afterlives--from the Frankenstein collection in Smith's rare book room to a range of films, electronic novels, and comics that reveal the enduring role of gothic monstrosity today. Meets on alternating days at Smith and Amherst College. Enrollment limited to 36. {L} Credits: 4
Members of the department
Fall, **Spring**, Variable

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
Gillian Kendall
Fall, Spring, Variable

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, hyphenated citizens (Lahiri's Namesake, Stockett's The Help). 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
Fall, Spring, Variable

ENG 230/ JUD 230 American Jewish Literature

Offered as JUD 230 and 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
Alternate Years, Fall, Spring

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
Annually, Fall, Spring

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
Michael Gorra
Fall, Spring, Variable

ENG 236 /AFR 175 African-American Literature 1900 to the Present

Offered as AFR 175 and ENG 236. A survey of the evolution of African-American literature during the 20th century. This class builds on the foundations established in AFR 113, 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
Fall, Spring, Variable

ENG 237 Colloquium: 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
Lily Gurton-Wachter
Spring

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
Alternate Years, Fall, Spring

ENG 239bc Multi-Ethnic American Literature: Borders and 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
Fall, Spring, Variable

ENG 241 The Empire Writes Back: Postcolonial Literature

Introduction to Anglophone fiction, poetry, drama andmemoir 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, andaddress dominant notions of race,class, gender, and sexuality;women writers' distinctivenesss andmodes of contestingpatriarchal and colonial ideologies; global diasporas, migration, globalizationand U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga,Walcott, Cliff, Rushdie, Ghosh, Lahiri,Hamid, among others. {L} Credits: 4
Members of the department
Fall, Spring, Variable

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
Fall, Spring, Variable

ENG 247 Colloquium: 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
Jina Kim
Spring

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
Fall, Spring, Variable

ENG 250 Chaucer's Canterbury Tales

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.Weread 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
Craig Davis
Annually, Fall, Spring

ENG 255 What Makes a Tale Worth Telling: Reading the 19th Century Story

Same as CLT 255. How did the modern short story emerge--why, where, when? What is its relation to other forms of short fiction such as the fairy tale or the German Novelle? Why are they often so elaborately framed, with their kernel presented as a kind of oral performance; a story told by one character to another? Why do they so often rely on fantastic and unlikely events--and how, by the end of the century, did the short story come to concentrate instead on the mundane and the ordinary? What, in short, makes a tale worth telling?

Readings in Goethe,Hawthorne, Gogol, Turgenev, Maupassant,Chesnutt, Chekhov, Jewett and others. {L} Credits: 4
Members of the department
Fall, Spring, Variable

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. Enrollment in each section limited to 25. Not open to first-year students. {L} Credits: 4
Members of the department
Annually, Fall, Spring

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. Enrollment limited to 25. {L} Credits: 4
Gillian Kendall
Annually, Fall, Spring

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 andRenaissance 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
Annually, Fall, Spring

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
Fall, Spring, Variable

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
Fall, Spring, Variable

ENG 271/ GER 271 Imagining Evil
Offered as GER 271 and 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. {L} Credits: 4
Members of the department
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Fall, Spring, Variable

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. {L} Credits: 4
Andrea Stone
Fall, Spring, Variable

ENG 276 Contemporary British Women Writers
Consideration of a number of contemporary women writers, mostly British, some well-established, some not, who represent a variety of concerns and techniques. Emphasis on the pleasures of the text and significant ideas--political, spiritual, human and esthetic. Efforts directed at appreciation of individuality and diversity as well as contributions to the development of fiction. Authors likely to include Anita Brookner, Angela Carter, Isabel

Colegate, Eva Figes,Molly Keane,Edna O'Brien, Barbara Pym, Jean Rhys, Muriel Spark, Elizabeth Taylor, Hilary Mantel and Jeanette Winterson; some supplementary critical reading. {L} Credits: 4
Members of the department
Fall, Spring, Variable

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 deployed the act of writing as cultural work on multiple counts: addressing multiple audiences; challenging different 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
Ambreen Hai
Fall, Spring, Variable

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 under its umbrella. 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 may include Maxine Hong Kingston, Sui Sin Far, Cathy Song, Joy Kogawa, Jessica Hagedorn, Monique Truong, Jhumpa Lahiri, Ruth Ozeki, and more. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 282/AFR 245 Harlem Renaissance

Offered as AFR 245 and ENG 282. A study of one of the first cohesive cultural movements in Afican-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. Enrollment limited to 40 {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 283 Victorian Medievalism

19th-century revivals and transformations of medieval literature, arts and social institutions; the remaking of the Middle Ages in the image of Victorian desires and aspirations. Arthurian legend in medieval and 19th-century England, the Gothic revival in British art and architecture, the cult of Chaucer, controversies over women's education, and the idealization of medieval communities in Victorian social theory. {L} Credits: 4
Members of the department
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

ENG 290sc Colloquium: Topics in Crafting Creative Nonfiction-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. Instructor permission required. {A} {L} Credits: 4
Russ Rymer
Fall, Spring, Variable

ENG 291us Lakes Writing Workshop: Untelling the Story

This workshop will focus on how creators can connect more profoundly with an audience by thinking of themselves as conduits for stories that need to be told. We'll spend time and energy noticing and observing the world around us. You'll be challenged to earn high levels of trust and partnership from thepeople in your stories. And we'll examine how your subjects, and your audience, can be co-authors in your creative process. You'll be welcome to choose text, visuals, audio or multimedia to complete your assignments. Throughout the workshop you'll also learn to use serendipity, risk, meditation, and mystery as powerful tools for building narrative experiences. Application and instructor permission required. {A} Credits: 4
Annie Paul
Fall, Spring, Variable

ENG 293/ARH 247 Colloquium: The Art and History of the Book

Offered as ARH 247 and 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 theartistry andhistory 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. Instructor permission required. Group A, B {A} {H} {L} Credits: 4
Members of the department
Spring

ENG 294 Writing War

How is literature created out of loss, beauty out of brutality? Drawing from poetry, novels, and memoirs, this class studies literary representations of war, attending to issues of race, nationality, class, gender and sexuality, experience and memory, trauma and healing, peace. We'll focus in particular on the extraordinary range of writings spawned from the horrors of the First World War (including works of Virginia Woolf, Wilfred Owen, and Vera Brittain), while also looking to canonical writers (including Homer, Alfred Tennyson, W. H. Auden, Gwendolyn Brooks, and Sylvia Plath), and contemporary poets, such as Yusef Komunyakaa, Solmaz Sharif, and Ocean Vuong. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 295 Colloquium: 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. Strongly recommended: ENG 216 Intermediate Poetry Writing or the equivalent. Writing sample and instructor permission required. Enrollment limited to 12. {A} {L} Credits: 4
Leila Chatti
Fall, Spring

ENG 296 Colloquium: Advanced Fiction Writing Workshop

This course will help more advanced fiction writers improve their skills in a supportive workshop context, which encourages experimentation and attention to craft. We focus 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 practice mindfulness to cultivate powers of focus and observation. We read Reading Like a Writer by Francine Prose, and short fiction by authors in different genres. A writing sample and instructor permission required. Enrollment limited to 12. {A} {L} Credits: 4
Ruth Ozeki
Fall, Spring

ENG 299 Colloquium: Literary Research Methods

Literary research starts with choosing the lens to investigate a passion-telescope or microscope? Does one want to explore constellations (an array of texts) or atoms (words/themes in a single text)? This course offers advanced literature majors hands-on experience supporting the development of a research project of their choice, including question definition, choice of methodology and critical framework, and evidence evaluation. Potential projects might include developing a special studies or thesis proposal. This is the chance to identify and explore a chosen topic in depth, while mastering widely useful research skills. Prerequisites: ENG 199, ENG 200 and two 200-level literature courses. Enrollment limited to 15. {L} Credits: 4
Members of the department
Fall

ENG 301/ PYX 301 Seminar in Advanced Poetry Writing: A Capstone

Offered as PY 301 and 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. Prerequisite: ENG 295 or the equivalent. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required. Credits: 4
Franny Choi
Spring

ENG 303ap Seminar: Topics: American Literature: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Melissa Parrish
Fall, Spring, Variable

ENG 308im 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Torleif Persson
Fall, Spring, Variable

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 323/AFR 360 Seminar: Toni Morrison

Offered as AFR 360 and 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 333jt Seminar: Topics: A Major Writer in English-Tolkien

J. R. R. Tolkien was an Oxford don and professor of Old and Middle English literature who used fantasy fiction as a technique of moral philosophy and historical analysis, a way of pondering the meaning of human life on earth and the trajectory of human experience through time. We will explore Tolkien's Middle-earth in The Hobbit (1936), The Lord of the Rings (1965) and The Silmarillion (2001) with special attention to the medieval and early modern sources of Tolkien's literary imagination as intimated in his essays "Beowulf: The Monsters and the Critics" (1936) and "On Fairy-Stories" (1947). Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Craig Davis
Fall, Spring, Variable

ENG 334 Seminar: Servants in Literature and Film

Crucial but often invisible, servants in English literature have served as comic relief, go-betweens, storytellers, or sexual targets, yet rarelyas central protagonists. What roles do they play in contemporary literature and film that challenges this tradition? What can we learn from (imagined) servants about modernity, class, power relations, gender, sexuality, intimacy across difference, marriage or family?This seminarexplores hownarratives from various cultures and times call upon the figure of the domestic servant,and how a view from (or of) the margins can change how and what we see. Writers/filmmakers include Shakespeare, Richardson, Collins,Ishiguro, Umrigar, Adiga, Cuaron. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 349 Seminar: Literatures of Black Atlantic

Visiting the colonial West Indies to the modern-day Caribbean, U.S., Canada, U.K., and France, this seminar analyzes the literatures of the Black Atlantic and the development of Black literary and intellectual history from the 19th to the 21st centuries. Some key theoretical frameworks, which will help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism, and cosmopolitanism. Readings include slave narratives, poetry, novels, films, critical essays, and theory. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 353ss Seminar: Advanced Topics in Shakespeare-Shakespeare and Sexuality

Sexuality as a term for personal identity dates from the mid-nineteenth century, but Shakespeare's plays and poems are replete with erotic desires of all sorts, allusions to sexual acts, character-types defined by their desires and acts, rebellion against authority, attempts at legal control, happy endings, and tragic endings. After honing our skills at visualizing and hearing Shakespeare's texts, we will take up eight that are particularly concerned with what we would call sexuality. Covering the full range of Shakespeare's career and the full range of genres in which he wrote, we will read some sonnets, Venus and Adonis, A Midsummer Night's Dream, The Merchant of Venice, As You Like It, Measure for Measure, Antony and Cleopatra, and The Winter's Tale. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Bruce Smith
Fall, Spring, Variable

ENG 361 Seminar: Poetry of War

This course studies a range of poetic representations of war. After reviewing some of the writings of Homer, Virgil and Shakespeare that were most influential for British poets of the 19th and 20th centuries, the course moves from Tennyson, Hardy and Kipling to the poets of the first and second world wars (Rupert Brooke, Wilfred Owen, Siegfried Sassoon and others). We situate the poetry with relevant historical and theoretical materials, as well as prose responses to war by authors such as Vera Brittain and Virginia Woolf. We end by reading poets who did not see combat (W.B. Yeats, W. H. Auden, Ted Hughes, Sylvia Plath) but whose work is nevertheless profoundly concerned with the complex relation of the martial to the lyrical, the destructive to the creative. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 363 Seminar: 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. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Members of the department
Fall, Spring, Variable

ENG 365fr 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Lily Gurton-Wachter
Fall, Spring, Variable

ENG 384np/AMS 351np Seminar: Topics in Writing about American Society-Creative Nonfiction Writing through Photography

This is a creative nonfiction writing workshop, wherein we will improve our writing using photography as muse, guide, foil, and inspiration. Our aim is to write long, creative non fiction pieces about current issues in American life, using photography as a method for inspiring, analyzing and improving our prose. We will be taking some photos, and doing a lot of reporting and writing, applying principles of photography such as point of view, depth of field, focus, flatness and timing to help us grapple with the essentials of narrative prose. Our stories will range from blog posts to profiles to fully realized long form, magazine-style, nonfiction articles. This is not a photography course, and if your photography improves as a result of it, that is a happy accident. Please submit a piece of original writing, of approximately 1000 words, of any genre, that you feel represents your current level of expertise. No prior experience with photography is required. Not open to students who have taken ENG 290

Writing Through Photography. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {L} {S} Credits: 4
Russ Rymer
Fall, Spring, Variable

ENG 387 Seminar: Asian American Autobiography
A consideration of the best written and most thoughtful travel writings by Asian Americans. How are Asian Americans perceived and how do they perceive themselves when they are abroad, especially in their countries of heritage? In most cases, travel complicates rather than clarifies the relationship between identity and location. Likely authors to be studied include Dilruba Ahmed, Luis Francia, Katy Robinson, David Mura, Andrew Pham, Paiskey Rekdal, and Pramila Jayapal. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Members of the department
Fall, Spring, Variable

ENG 391 Seminar: Modern South Asian Writers in English
Westudy 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Ambreen Hai
Fall, Spring, Variable

ENG 399 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15. {L} Credits: 4
Samuel Scheer
Fall

ENG 400 Special Studies
Credits: 4
Fall, Spring

ENG 408D Special Studies
This is a full-year course. Credits: 4
Fall, Spring

ENG 430D Honors Project
Credits: 4
Annually, Fall, Spring

ENG 580 Graduate Special Studies
Independent study for graduate students. Admission by permission of the chair. Credits: 4
Fall, Spring

ENG 580D Graduate Special Studies
This is a yearlong course. Credits: 8
Fall, Spring

Crosslisted Courses

AFR 249 Black Women Writers
See course listing in Africana Studies for full curricular details.

AFR 333 Seminar: Writing Blackness- A Calderwood Seminar in Writing for the Public Sphere
See course listing in Africana Studies for full curricular details.

AFR 360 Seminar: Toni Morrison
See course listing in Africana Studies for full curricular details.

FYS 132 Girls Leaving Home
See course listing in First-Year Seminar for full curricular details.

FYS 136 The Art of Gossip
See course listing in First-Year Seminar for full curricular details.

FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel
See course listing in First-Year Seminar for full curricular details.

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel
See course listing in First-Year Seminar for full curricular details.

FYS 192 America in 1925
See course listing in First-Year Seminar for full curricular details.

FYS 198 The Coming Apocalypse
See course listing in First-Year Seminar for full curricular details.

THE 261 Writing for the Theatre
See course listing in Theatre for full curricular details.

THE 262 Writing for the Theatre
See course listing in Theatre for full curricular details.

WLT 205 Contemporary African Literature and Film
See course listing in World Literatures for full curricular details.

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature
See course listing in World Literatures for full curricular details.

WLT 266ss Topics in South African Literature and Film
See course listing in World Literatures for full curricular details.

WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
See course listing in World Literatures for full curricular details.

Environmental Concentration

Directors
Joanne Benkley
Andrew Berke

Advisory Committee
Joanne Benkley (CEEDS)
Barbara Brehm-Curtis (Exercise and Sport Studies)
Greg de Wet (Geosciences)
Niveen Ismail (Engineering) [*1, †2]
Tim Johnson (Botanic Garden)
James Daniel Lowenthal (Astronomy)
Denise Annette McKahn (Engineering) [*1]
Javier Puente (Latin American Studies)
Amy Larson Rhodes (Geosciences)
Susan Stratton Sayre (Economics) [†1]
Paul Wetzel (CEEDS)
Gregory Whayne White (Government) [*1]

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.

Courses

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 alumnae, are drawn from the five colleges, the Pioneer Valley and beyond. S/U only. This course can be repeated for credit. Credits: 1
Members of the department
Fall

ENX 301 Seminar: Environmental Concentration Capstone
Enrollment limited to 15. Juniors and seniors only. Instructor permission required. Credits: 4
Members of the department
Fall

ENX 400 Special Studies
Credits: 4
Members of the department
Annually, Fall, Spring

Crosslisted Courses

IDP 132 Designing Your Path
See course listing in Inter/Extradepartmental IDP for full curricular details.

IDP 232 Articulating Your Path
See course listing in Inter/Extradepartmental IDP for full curricular details.

Environmental Science and Policy

Chair
Leslie L. King, Ph.D., Professor of Sociology

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 [*2]
Andrew Berke, Associate Professor of Chemistry
Colin Hoag, Assistant Professor of Anthropology
Efadul Huq, Assistant Professor of Environmental Science and Policy
Leslie L. King, Professor of Sociology [**1]
Steven Moga, Associate Professor of Landscape Studies [†2]
Yancey Orr, Associate Professor of Environmental Science and Policy
Paulette M. Peckol, Professor of Biological Sciences [**2]
Jeffry Lee Ramsey, Associate Professor of Philosophy [**1]
Amy Larson Rhodes, Professor of Geosciences
Heather Rosenfeld, Lecturer of Environmental Science and Policy
Susan Stratton Sayre, Associate Professor of Economics [†1]
L. David Smith, Professor of Biological Sciences [**1]
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, Steven Moga, Yancey Orr, 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 foundational 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 foundational 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 BIO 131 and GEO 102 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

Foundational 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 323	Climate and Energy Policy
ENV 326	Seminar: Environmental Justice and Natural Resource Management
ENV 327	Environmental Justice in an Urbanizing World
ENV 313	Political Ecology of Animals
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 Change:
Community Engagement, Activism and Social Justice
ENG 363 Race and Environment
ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
ENV 113 Colloquium: Organic, Mechanical and Digital Environments
ENV 218 Environmental Policy
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
Banana Republics–Crops and Capitalism
LAS 301 Seminar: Topics in Latin American and Latino/a Studies
Contesting Space: Art, Ecology, Activism
Deep History of Water
LSS 230 Urban Landscapes
LSS 250 Studio: Landscape and Narrative
LSS 255 Art and Ecology
LSS 300 Rethinking Landscape
LSS 315 Seminar: Urban Ecological Design
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: Andrew Berke

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; ENV 201/202 and ENV 311 may count as electives toward the minor but do not fulfill either the natural science or the social science, humanities and policy requirements. We recommend taking 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; ENV 101 may not be taken S/U.

Natural Sciences

All minors must take one course in two of the following four natural science areas:

Biological Sciences

BIO 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.

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
Members of the department
Fall, Spring

ENV 108/CHM 108 Environmental Chemistry

Offered as CHM 108 and 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
Spring

ENV 113 Colloquium: Organic, Mechanical and Digital Environments

Beginning in the late 20th century, human organization and experience has increasingly been influenced by digital forms of communication, production and integration with the environment. This is an environmental, technological, social landscape that will likely dominate the rest of our lives, but how can we responsibly accept or use it without putting it in context with other forms of technology and communities? We will examine life and our relationship to nature in organic, mechanical and digital societies in order to understand the following: 1) How we may be different types of people as a result of our technology, and 2) How technological change can be linked to social transformations. Because technology and its effects on society are multifaceted, we will draw from several disciplines. Sources from historians, anthropologists, sociologists, philosophers, political scientists and ecologists will be used to reconstruct these worlds and place our own in clearer context. Enrollment limited to 18. {S} Credits: 4
Yancey Orr
Fall, Spring, Variable

ENV 150/ GEO 150 Mapping our World: An Introduction to Geographic Information Systems

Offered as GEO 150 and 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
John Loveless
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. Corequisite: ENV 202. Prerequisite: ENV 101. Enrollment limited to 18. {N} {S} Credits: 4
Members of the department
Fall, Spring

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). Corequisite: ENV 201. Prerequisite: ENV 101. Enrollment limited to 18. {N} {S} Credits: 1
Members of the department
Fall, Spring

ENV 207 Introduction to Environmental History

This course offers an introduction to the methods and key debates in environmental history, the history of the relationship between humanity and the "rest of nature," including climate, water, soils, landscapes, plants, animals, microbes, and others. "What is environmental history?" is in fact easier to answer than "What isn't environmental history?" Since the 1970s, environmental historians have used an environmental lens to examine topics like politics, economy, religion, gender, race, migration, art, music, literature, and culture. In addition to typical archives of texts and other historical remnants created by people, environmental historians also avail themselves to "natural" archives, including the ice core, tree-ring, and lake sediment samples collected by climate scientists. Topics in this course will include historical conceptions of nature and the natural world, human settlement, human/animal relations, disaster, agrarian development, the adoption of carbon energy, social movements centered on the environment and environmentalism, and discussions of the Anthropocene. (E) {H} Credits: 4
Matthew Ghazarian
Fall, Spring, Variable

ENV 218 Colloquium: Environmental Policy

Why has the U.S. Congress failed to address so many environmental issues since the heyday of the 1970s? What can the current administration do on climate and environmental justice without Congress? Where is environmental policy being made if not in Congress? This course explores the political, economic, legal, ethical, and institutional dimensions of the environmental policy making process. The focus is on understanding policy-making systems at a range of scales and how to influence and improve them. Prerequisite: ENV 101 or instructor permission.Enrollment limited to 20. (E) {S} Credits: 4
Alexander Richard Barron
Annually, Spring

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

Offered as ANT 224 and 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 limited to 30. {S} Credits: 4

Members of the department

Fall, Spring, Variable

ENV 229 Colloquium: 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 GEO 150. (E) Credits: 4

Heather Rosenfeld

Spring

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

Fall

ENV 312 Seminar: Sustainable Solutions

This course is designed to develop a student's abilities as an environmental problemsolver 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: ENV 101, ENV 201/202 and a statistics course. Corequisite: ENV 311. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4

Members of the department

Fall, Spring

ENV 313 Seminar: 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. Juniors and seniors only. Instructor permission required. (E) Credits: 4

Heather Rosenfeld

Spring

ENV 323 Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4

Alexander Richard Barron

Annually, Fall, Spring

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. Juniors and seniors only. Instructor permission required. {S} Credits: 4

Camille Washington-Ottombre

Annually, Fall, Spring

ENV 327 Seminar: 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. Prerequisite: ENV 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4

Efadul Huq

Spring

ENV 331 Seminar: Famine-A Global Political Ecology

This course examines cases of famine from across the globe. Although famine has long been conceived of as arising from "natural" disasters like drought and pest infestations, recent work has suggested that human action may be more at play than had once been thought. In this course, we examine historical cases of famine to evaluate its causes and responses to it across different parts of the world. How did different societies conceive of and respond to ecological forces, and how did ecological forces change different societies? In examining several cases, we will have the opportunity to evaluate claims about famine's

human and/or natural provenance, as well as ideas about famine's relationship to empire-building and state-making. To what extent have waves of hunger and starvation helped to secure the division between the Global South and Global North? To work through these questions, we will have a combination of lectures, discussions, and group work. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (E) {H} Credits: 4
Matthew Ghazarian
Spring, Variable

ENV 340 Seminar: 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. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4
Camille Washington-Ottombre
Fall, Spring, Variable

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: 4
Fall, Spring

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: 4
Fall, Spring

Exercise and Sport Studies

Professors
Barbara Brehm-Curtis, Ed.D. Acting Chair, Spring

Associate Professors
Sarah Witkowski, Ph.D. [**1], Chair

Assistant Professors
Stephanie Jones, Ph.D. [*1]

Lecturers
Kelsey Conrad, Ph.D.
Jane Stangl, Ph.D.
Erica S. Tibbetts, Ph.D., Graduate Program Director

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, CYTT
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.

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, 310, 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

Graduate Program Director: Erica Tibbetts

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

501 Seminar in Administration of Athletic Teams
502 Seminar in Philosophy and Ethics
503 Legal Issues in Sport
504 Collegiate Recruiting
508 Counseling Basics: Skills Building for Coaches
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 502, 504, 505/506, 509, and special studies and theses credits, courses are offered on an alternate-year schedule.

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
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
Fall, Spring

ESS 110 Introduction to Sports Coaching
This course introduces students to the principles of coaching that are applicable to all sports. Content includes the following areas of sport science: pedagogy, leadership, psychology, physiology, recruiting, group dynamics, growth and development and areas of health and wellness related to the well-being of athletes. Enrollment limited to 20. {S} Credits: 4
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
Fall, Spring

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 skillsets and explore leadership capacities. Enrollment limited to 12. Credits: 2
Fall

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
Annually, Fall, Spring

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. Enrollment limited to 20. Credits: 2
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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
Annually, Fall, Spring

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 accessble sport spaces will also be discussed. PSY 100 is recommended but not required. {S} Credits: 4
Alternate Years, Fall, Spring

ESS 230 Critical 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
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

ESS 250 Nutrition and Health
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
Annually, Fall, Spring

ESS 260 Human 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. Enrollment limited to 20. {N} Credits: 4
Alternate Years, Spring

ESS 261 Human 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. Prerequisite: One college-level natural science course with lab. Enrollment limited to 24. {N} Credits: 4
Alternate Years, Spring

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. ESS 100 or ESS 175 recommended but not required. Credits: 4
Fall

ESS 300md Seminar: Topics in Exercise Sport Studies-Neuromuscular Mechanisms of Movement Disorders
A seminar that focuses on understanding the neuromuscular contributions to humanmovement disorders. Our understanding of human postural control has been shaped by assessing neuromuscular coordination among people with a range of neurological disorders. In this course, we will examine foundational and current research exploring movement disorders of the central and peripheral nervous systems, including Parkinson's Disease, Multiple Sclerosis, cerebellar and somatosensory dysfunction. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Fall, Spring, Variable

ESS 310 Neuromuscular Control of Human Movement
In this course, students will investigate neuromuscular mechanisms of human postural control to understand how perception and action are coupled to achieve complex movements, including locomotion. We will also evaluate how movement coordination is developed and is influenced by aging and dysfunction. Students will be exposed to advanced techniques of human movement analysis and will develop and test a novel research question. This course would be of interest to students with an interest in neuroscience, physical or occupational therapy, biomedical engineering and medicine. Prerequisites: One of ESS 210 (preferred), ESS 260, ESS 315, BIO 200, NSC 210, PSY 130 or PSY 218, or permission of the instructor. {N} Credits: 4
Fall, Spring, Variable

ESS 315 Physiology of Exercise
Exercise, sport and outdoor activities all require energy. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences. Prerequisite: BIO 150 or permission of the instructor. {N} Credits: 4
Alternate Years, Fall, Spring

ESS 340 Seminar: Women's Health: Current Research
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. Cannot be taken S/U. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Annually, Fall, Spring

ESS 400 Special Studies
Credits: 4
Annually, Fall, Spring

ESS 430D Honors Project
Credits: 4
Annually, Fall, Spring

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
Fall, Spring, Variable

ESS 501 Graduate Seminar: 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 ESS 506. Credits: 2
Alternate Years, Fall, Spring

ESS 502 Sport 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
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
Alternate Years, Fall, Spring

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
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. For first year graduate students. Credits: 3
Fall, Spring

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. For second year graduate students. Credits: 4
Fall, Spring

ESS 508 Counseling Basics: Skills Building for Coaches
This course will offer the student a set of comprehensive skills to assist in identifying athletes who may be struggling with mental health challenges. You will learn about "red flags" or indicators that suggest an athlete may be struggling or needing outside emotional support. Symptoms related to (but not limited to) anxiety, depression, eating disorders, and substance use will specifically be addressed. ESS graduate students only. Credits: 2
Fall, Spring, Variable

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
Fall

ESS 510 Biomechanics of Exercise and Sport Studies
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 exercise and sport. Credits: 4
Alternate **Years**, Fall, Spring

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
Alternate Years, Fall, Spring

ESS 520 Graduate Seminar: Sport Leadership for Coaches
This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students are exposed to alternative perspectives of leadership including some contemporary collaborative models. Students build a personal model and philosophy of leadership that they can put to immediate use in their coaching. Limited to ESS Majors and graduate students. Instructor permission required. Credits: 2
Alternate Years, Fall, Spring

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. {S} Credits: 4
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

ESS 565 Graduate Seminar: 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
Alternate Years, Fall, Spring

ESS 570 Graduate Seminar: 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
Alternate Years, Fall, Spring

ESS 575 Sports Medicine Care and Prevention
Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: ESS 210 or the equivalent. Enrollment is limited. {N} Credits: 2
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

ESS 580 Special Studies
Credits: 4
Annually, Fall, Spring

ESS 590 Thesis
Credits: 4
Annually, Fall, Spring

ESS 590D Thesis
This is a full-year course. Credits: 4
Annually, Fall, Spring

ESS 901ab Topics in Aquatic Activities-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
Annually, Fall, Spring

ESS 901bg Topics: Aquatic Activities-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. Limited to 12 novice or non-swimmers. Credits: 1
Annually, Fall, Spring

ESS 901sc Topics: Aquatic Activities-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
Annually, Fall, Spring

ESS 901sd Topics: Aquatic Activities-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. Enrollment limited to 8. Credits: 1
Annually, Fall, Spring

ESS 905lt Topics: Water Safety-Lifeguard Training
American Red Cross Certification in Lifeguard Training and Basic First Aid/ AED (Automated External Defibrillator) and CPR for the Professional Rescuer. Prerequisites: 300-yard swim using crawl and breaststroke (goggles allowed), must tread water for 2 minutes without using the arms, and retrieval of 10-pound brick from 8-foot depth (no goggles allowed) must be completed within 1 minute 40 seconds. Enrollment limited to 10. Credits: 2
Fall, Spring, Variable

ESS 920aa Topics: Fencing-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
Annually, Fall, Spring

ESS 920bb Topics: Fencing-Fencing II
Building on skills learned in Fencing I (Foil) épée and sabre and the differences between each style is taught. The class covers footwork, positions, offense, defense and tactics particular to each weapon. It incorporates dynamic stretching and plyometric training to improve students' fitness with emphasis on partner drills and bouting, leading to in-class tournaments. Students also learn about the world of competitive fencing from local events to World Cups and the Olympics. Prerequisite: Fencing I or permission of the instructor. Enrollment limited to 10. Credits: 1
Fall, Spring, Variable

ESS 925aa Topics: Golf-Golf I
An introduction to the game of golf. Taught from "green to tee," this course teaches the basic mechanics of the swing as well as correct club selection. The initial focus of the course is directed to the "short game" and develops toward appropriate use of mid- and long irons, concluding with woods/metals. Applied rules of golf and etiquette are also addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Enrollment limited to 10 per section. Credits: 1
Annually, Fall, Spring

ESS 940ar Topics: Outdoor Skills-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. Enrollment limited to 12. Credits: 1
Annually, Fall, Spring

ESS 940ra Topics: Outdoor Skills-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
Annually, Fall, Spring

ESS 940rb Topics: Outdoor Skills-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. Prerequisite: Rock Climbing I or permission of the instructor. Enrollment limited to 8. Credits: 1
Annually, Fall, Spring

ESS 940wc Topics: Outdoor Skills-Whitewater Canoe
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. Enrollment limited to 8. Credits: 1
Fall, Spring, Variable

ESS 940wk Topics: Outdoor Skills-Whitewater Kayaking
An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, then progresses to local fast water rivers. Students should expect to run Class I and II rapids. Prerequisite: satisfactory swimming skills. Enrollment limited to 6. Credits: 1
Annually, Fall, Spring

ESS 945ol Topics: Physical Conditioning-Olympic Lifts
This course is focused on teaching and training the Olympic Lifting movements of Snatch and Clean & Jerk. The first weeks of the class will be focused on teaching the movements and their variations in class while students also work on strength outside of class time. The course requires previous knowledge of resistance training. Enrollment limited to 20. (E) Credits: 1
Fall, Spring, Variable

ESS 945pa Topics: Physical Conditioning-Pilates 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. Enrollment limited to 20. Credits: 1
Annually, Fall, Spring

ESS 945pb Topics: Physical Conditioning-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 I or permission of the instructor. Enrollment limited to 20. Credits: 1
Fall, Spring, Variable

ESS 945rw Topics: Physical Conditioning-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. Credits: 1
Annually, Fall, Spring

ESS 945sp Topics: Physical Conditioning-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
Annually, Fall, Spring

ESS 945wt Topics: Physical Conditioning-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

Annually, Fall, Spring

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

Fall

ESS 960ta Topics: Racket Sports-Tennis I

Students are introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning are presented. Tennis rules and etiquette are included in the curriculum. Credits: 1

Annually, Fall, Spring

ESS 960tb Topics: Racket Sports-Tennis II

Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). The format for Tennis II is a "play and learn" environment. Emphasis is on positioning and basic strategies for singles and doubles. Lobs and overheads are introduced. In addition, tennis drills are presented to help students refine and practice the four basic strokes. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. Credits: 1

Annually, Fall, Spring

ESS 975gy Topics: Yoga-Gentle Yoga

An introduction to yoga that is adaptive to the individual, gentle and slowly dynamic with a breath-centered approach. This is a practice designed to empower students, giving them tools to reduce stress and improve strength, flexibility and alignment. Injuries are accommodated. Gaining understanding from ancient yoga theory, students learn to embody experiences of focus, acceptance, courage and letting go. This positive energy is tapped into through breathing techniques, yoga poses, contemplation, meditation and deep relaxation. Practicing at all levels bestows resilience and calm. Credits: 1

Annually, Fall, Spring

ESS 975ha Topics: Yoga-Hatha 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

Annually, Fall, Spring

ESS 975iy Topics: Yoga-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

Annually, Fall, Spring

Film and Media Studies

Professor
Alexandra Linden Miller Keller, Ph.D, Chair

Associate Professor
Jennifer C. Malkowski, Ph.D. [**1]

Assistant Professor
Anaiis Cisco, MFA

Visiting Assistant Professor
Şebnem Baran, Ph.D.

Advisers
Anna Botta, Ph.D. [*1], Professor of Italian Studies and of Comparative Literature
Jennifer DeClue, Associate Professor of the Study of Women & Gender
Dawn Fulton, Ph.D. [*2], 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
Frazer D. Ward, Ph.D., 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.

Four 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.

One 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

Courses

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. (E) {A} Credits: 4
Jennifer C. Malkowski, Şebnem Baran
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 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. Not open to students who have taken FYS 135. (E) {A} Credits: 4
Şebnem Baran
Fall, Spring, Variable

FMS 234 Cinema By Other Means

This course explores articulations of "cinema" in materials other than those typically associated with the film medium. Recasting the medium as a practice, an idea, and a cultural episteme, we'll try to think beyond received wisdom about what the "cinema" is. We'll investigate a broad range of unconventional works: from science fiction to the proto-filmic projections of the historical avant-garde; musique concrète; and the radical exhibition and film-performance practices of the postwar period, including militant film practice in the so-called Third World. We will also devote a week to discussing works on view in the Smith College Museum of Art. {A} Credits: 4
Members of the department
Fall, Spring, Variable

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 limited to 28.
{A} Credits: 4
Jennifer C. Malkowski
Fall, Spring, Variable

FMS 240 Screwball Comedy

Classic screwball comedies were produced in a 10-year period from Capra's It Happened One Night (1934) to Sturges' Miracle at Morgan's Creek (1944). The class will screen 20 films from these years, although it will include a few later films. Billy Wilder's Some Like It Hot (1959), Mann's Lover Come Back (1961) and the Coen Brothers' Intolerable Cruelty (2003). We will examine the genre in its historical context and examine elements of the system studios, writers, producers, clothes and set designers, actors that produced this astonishingly witty and short-lived film genre. {A} Credits: 4
Members of the department
Fall, Spring, Variable

FMS 242 Pop Docs: Documentary Influence in Popular Media

Pop Docs examines how documentary techniques that originated in art house and experimental film have migrated into mainstream entertainment media. We'll study popular forms of non-fiction media: true crime streaming series and podcasts, reality TV, YouTube vlogs, and other social media content. In doing so, we'll ask: what core tenets of documentary work do these forms discard and retain? How do these evolutions impact the ethics of recording real people and their lives? Why are audiences drawn to "reality" content, and how savvy are they about the distance between what appears on screen and the lived experience of those recorded? Prerequisites: FMS 150 or FMS 237. {A} Credits: 4
Jennifer C. Malkowski
Fall, Spring, Variable

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
Fall, Spring, Variable

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
Fall, Spring, Variable

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 mediahistories requirement for the film and media studies major. {A} Credits: 4
Members of the department
Fall, Spring, Variable

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
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 limited to 25. {A} Credits: 4
Jennifer C. Malkowski
Alternate Years, Fall, Spring

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
Fall, Spring, Variable

FMS 265 Film in the Digital Age

Film, a dominant entertainment form in the twentieth 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
Fall, Spring, Variable

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 (may be concurrent) or its equivalent. Application and permission of instructor required. Enrollment limited to 12. {A} Credits: 4
Anaiis Cisco
Fall, Spring

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. Graded only. Prerequisites: FMS 150 or ARS 162 with FMS 150 strongly encouraged. Enrollment limited to 12. Instructor permission and application required. {A} Credits: 4
Anaiis Cisco
Annually, Fall, Spring

FMS 282ap Topics in Advanced Moving Image Production-Advanced 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. Prerequisites: FMS 150 & FMS 280 or ARS 162. Instructor permission and special application required. {A} Credits: 4
Anaiis Cisco
Fall, Spring, Variable

FMS 290 Colloquium: 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 limited to 15. Instructor permission only. Priority given to FMS majors and minors. {A} Credits: 4
Alexandra Linden Miller Keller
Spring

FMS 340ip Seminar: New Research in Film and Media Studies-Identity, Presentation and Media

This topic focuses on the the latest models for thinking about the politics of representation in media, moving beyond the binary of positive and negative images and outmoded ways of measuring "diversity." With particular emphasis on critical race studies and queer and trans studies, we will explore

three different approaches to designing a major research project: "Close-up: Practicing Detailed Analysis," "Wide Angle: Conceptualizing a Broad Study" and "Jump Cut: Disrupting Reader Expectations." In what ways can we see difference operating at a structural level in media forms, alongside its more traditional representations through characters and stories? How do concepts like race, gender and sexuality undergird the very systems of film, television and video games, and how do they challenge our conventional understanding of those media? Prerequisite: FMS 150. Enrollment limited to 12. Juniors and seniors only. Instructor permissionr required. {A} Credits: 4
Members of the department
Fall, Spring, Variable

FMS 345 Seminar: 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 limited to 12. Juniors and seniors only. Instructor permission required. {A} Credits: 4
Jennifer C. Malkowski
Fall, Spring, Variable

FMS 350sd Seminar:Topics-Questions of Cinema-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 trans-historically 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." Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} Credits: 4
Members of the department
Fall, Spring, Variable

FMS 400 Special Studies

Admission by permission of the program. Credits: 4
Members of the department
Fall, Spring

FMS 430D Honors Project

A thesis on a film studies topic or a creative project. 8 credits for the full-year course. Credits: 4
Members of the department
Fall, Spring

Crosslisted Courses

AMS 235 American Popular Culture

See course listing in American Studies for full curricular details.

ARH 280ss Colloquium: Topics in Art Historical Studies-Swords and Scandals

See course listing in Art for full curricular details.

EAL 253 Korean Cinema: Cinema and the Masses

See course listing in East Asian Languages and Cultures for full curricular details.

EAL 273 Colloquium: Women and Narration in Modern Korea

See course listing in East Asian Languages and Cultures for full curricular details.

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film

See course listing in East Asian Languages and Cultures for full curricular details.

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation

See course listing in English Language and Literature for full curricular details.

ENG 291us Lakes Writing Workshop: Untelling the Story

See course listing in English Language and Literature for full curricular details.

FRN 252cl Topics in French Cinema-Cities of Light: Urban Spaces in Francophone Film

See course listing in French Studies for full curricular details.

FRN 392sc Seminar: Topics in Culture-Stereotypes in French Cinema

See course listing in French Studies for full curricular details.

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema

See course listing in First-Year Seminar for full curricular details.

GER 231nm Topics in German Cinema-Nazi Film

See course listing in German Studies for full curricular details.

GER 231wc Topics in German Cinema-Weimar Cinema

See course listing in German Studies for full curricular details.

ITL 281 Italian Cinema Looks East

See course listing in Italian Studies for full curricular details.

POR 202 Barriers to Belonging: Youth in Brazilian Film

See course listing in Spanish and Portuguese for full curricular details.

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe

See course listing in Russian, East European and Eurasian Studies for full curricular details.

SPN 225 Colloquium: Muslim Women in Film

See course listing in Spanish and Portuguese for full curricular details.

SPN 255 Muslim Women in Film

See course listing in Spanish and Portuguese for full curricular details.

THE 360 Production Design for Film

See course listing in Theatre for full curricular details.

THE 361 Screenwriting I

See course listing in Theatre for full curricular details.

THE 362 Screenwriting II

See course listing in Theatre for full curricular details.

First-Year Seminars

Richard H. Millington, Helen & Laura Shedd Professor of English Languages and 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 may also help students see how to integrate student support services into their academic pursuits.

For a fuller description of the Writing Intensive Requirement, see smith.edu/academics/academic-program/curriculum/writing-requirement

Courses

FYS 100 My Music: Writing Musical Lives

This first-year seminar begins with an exploration of our own musical lives. What does the particularconstellation of material that we call "My Music" tell us about who we are, where we come from, andhow we relate to the world? After analyzing and comparing musical lives within the class, we will readselected case studies and collaboratively design a musical biography project. Each student will curateone person's musical life story, gathering data through one-on-one interviews, weaving together theirinterlocutor's words with their own interpretations, and ultimately reflecting on what they have learnedfrom the experience. Enrollment limited to 16 first years. WI Credits: 4
Margaret Sarkissian
Fall, Spring, Variable

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 years. WI Credits: 4
Lily Gurton-Wachter
Fall, Spring, Variable

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 years. WI Credits: 4
Thalia Pandiri
Fall, Spring, Variable

FYS 108 Sun King: The Age of Louis XIV (1638-1715)

Through lectures, integrated readings, group discussions, and student presentations, we shall examine the creation of an extraordinary, indelible, and much imitated image of rulership during the reign of Louis XIV (nicknamed the Sun King), a period during which France rose to political dominance and cultural prominence in Europe. The establishment of an iconography of power will be documented through examples drawn from painting, sculpture, architecture, landscape design, festivals, the decorative arts, printed books, and numismatics. The institutional structure of intellectual and artistic endeavors will be related to the centralized bureaucracy that came to define the French state. Enrollment limited to 16 first years. WI {A} {H} Credits: 4
John Moore
Annually, Fall

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 years. WI Credits: 4
Javier Puente
Fall, Spring, Variable

FYS 113 Mineral Resources and Sustainability

Where do my cell phone batteries come from? This FYS explores a variety of mineral resources, their uses in modern society, and their impacts on the environment. Minerals have always held economic and social value, but as society works to switch to green technologies the need for mineral resources, such as rare earth metals for batteries and turbines, has increased. We will take an interdisciplinary approach applying geology, economics, policy, human health, and environmental sciences to the lifecycle of mineral resources. The goal of this class is to build a fundamental understanding of ore deposits, evaluate the impacts of mineral extraction on the environment and to society, and consider how society's need for minerals can be regard as sustainable. Enrollment limited to 16 first years. WI {N} Credits: 4
Sarah Mazza
Fall, Spring, Variable

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 years. WI {H} {S} Credits: 4
David Howlett
Fall, Spring, Variable

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 years. WI {H} {L} Credits: 4
Joel S. Kaminsky
Fall, Spring, Variable

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 years. WI {A} {L} Credits: 4
Kiki Gounaridou
Fall, Spring, Variable

FYS 120 Philosophical Explorations of Humor and Laughter

Closely examining texts from a variety of philosophical perspectives, we will explore some of the ethical, social and political issues raised by humor and laughter. Humor can be a forceful instrument, often deployed by the powerful in their attempts to control the powerless and by the powerless to topple the powerful. Humor tends to operate in such a way as to include some and exclude others. Its effects, intended or unintended, can be benign or hurtful. Enrollment limited to 16 first-years. WI {M} {S} Credits: 4
Elizabeth V. Spelman
Fall, Spring, Variable

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 {A} {L} Credits: 4
Ellen Kaplan
Fall, Spring, Variable

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 years. WI Credits: 4
Cornelia D. J. Pearsall
Fall, Spring, Variable

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 years. WI {L} Credits: 4
Michelle Joffroy
Fall, Spring, Variable

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 "The Road from Coorain," "The Woman Warrior" and "Americanah." Our primary methodology is literary analysis. Recommended for students considering the English major. Enrollment limited to 16 first years. WI {L} Credits: 4
Ambreen Hai
Fall, Spring, Variable

FYS 136 The Art of Gossip

"No gossip, no interiority," writes novelist Cynthia Ozick, who provocatively reminds us of word-of-mouth's close relationship to storytelling itself. We know that gossip can be toxic, immature, and dangerous—but can it have other, more complex purposes and effects? In this course, we'll examine inside jokes, open secrets, call outs, and speculation in literature, art, music, film, and popular culture. From novels about manners and the sustaining (or, tearing down) of communities to chatty, genre-defying poetry and films, documentaries, and song lyrics, we'll engage in a wide-ranging meditation on gossip as an art, a weapon, and an imaginative inter-relational tool. Enrollment limited to 16 first years. WI {L} Credits: 4
Melissa Parrish
Alternate Years, Fall, Spring

FYS 138 Democracy in America: From the Revolution to Trump

This course will invite students to grapple with those questions by exploring the history of democracy in America. We will examine how political leaders and social movements have fought to expand the bounds of democratic citizenship ever since the American Revolution, and how others have fought to restrict it. We will trace the evolution of both defenses and critiques of democratic self-governance. We will consider how polarization, inequality, and globalization strain modern democracy. And we will reflect critically on what exactly democracy has looked like -- and can look like -- not only in formal politics, but also in economic and social life more broadly. Enrollment limited to 16 first years. (E) WI {H} Credits: 4
Serguei Glebov
Fall, Spring, Variable

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. Reactingroles 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 years. WI {H} Credits: 5
Joshua Birk
Fall, Spring, Variable

FYS 144 Science and Society

The importance science plays in the health of humans and of this planet has never been more urgent. Unfortunately, the complex language of science has made its presumed accuracy a weapon against those unable to interpret scientific truths. In this FYS, we will explore four main areas where science and society meet for better or worse. Students will study and write about the science of superheros, abortion policies, climate change, and the pandemic. Students will maintain a personal journal, write in diverse styles, and use quantitative information. A final project will serve to educate an audience outside of Smith college. Enrollment limited to 16 first years. WI Credits: 4
Michael Barresi
Alternate Years, Fall, Spring

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 years. WI {H} {S} Credits: 4
Rebecca Worsham
Fall, Spring, Variable

FYS 149 Leveling the Playing Field: History, Politics and Women's Education in the U.S.

In this seminar we explore the circumstances in which American women came to imagine new leadership roles in social and political life, and the particular role that sports and athletics have played in this process. We explore women's efforts to gain access to higher education, the professions, scientific training and political power and study women's past and present involvement with sport. Readings consist of autobiography, historical documents and articles about women's movements in American sport and political life. This seminar is intended to foster critical thinking skills and includes access to the Sophia Smith Collection. Enrollment limited to 16 first years. WI Credits: 4
Fall, Spring, Variable

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 years. WI {L} Credits: 4
Jessica D. Moyer
Fall, Spring, Variable

FYS 154 The World of Anna Karenina

This course 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 years. WI {H} Credits: 4
Serguei Glebov
Fall, Spring, Variable

FYS 155 Housing In/Justice and Tiny House Dreams

This course 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 years. (E) WI {H} {S} Credits: 4
Evangeline Heiliger
Fall, Spring, Variable

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 years. WI {S} Credits: 4
Steven Heydemann
Fall, Spring, Variable

FYS 159 Myth, Truth and Paradox

Each of three faculty members from across divisions will teach a 4.5 week module centered on issues of myth, truth and paradox from their own discipline. Enrollment limited to 16 first years. (E) WI {M} {S} Credits: 4
Joel Westerdale, Alice Hearst, Jared Joseph
Fall, Spring, Variable

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 years. WI Credits: 4
Gillian Kendall
Fall, Spring, Variable

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 years. WI Credits: 4
Michael Gorra
Fall, Spring, Variable

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, Ngugi wa Thiongo's Weep Not Child and Tahar Ben Jelloun's The Sand Child. Enrollment limited to 16 first years. WI {L} Credits: 4
Katwiwa Mule
Fall, Spring, Variable

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 years. WI Credits: 4
Virginia Hayssen
Fall, Spring, Variable

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 years. WI {H} {S} Credits: 4
Paul Joseph Lopez Oro
Fall, Spring, Variable

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 andwomen 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 vulnerableand exploited forms of labor. We will study histories of labor relations and conditions as well asresistance, collective action, and organizing among domestic workers. Since storytelling has been amain way that domestic workers have built their movement overtime, we will center domestic workers'stories of their own lives. Enrollment limited to 16 first years. (E) WI {S} Credits: 4
Jennifer Mary Guglielmo
Fall, Spring, Variable

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 years. WI Credits: 4
Fall, Spring, Variable

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 first years. WI {H} Credits: 4
Susan Levin
Fall, Spring, Variable

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. Enrollment limited to 16 first years. WI {H} {S} Credits: 4
Kelly Anderson
Fall, Spring, Variable

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 years. WI {H} Credits: 4
Samuel G. Ng
Fall, Spring, Variable

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 years. WI Credits: 4
Marnie S. Anderson
Fall, Spring, Variable

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 years. WI {A} {L} Credits: 4
Anna Botta
Fall, Spring, Variable

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 years. WI Credits: 4
Justin Daniel Cammy
Fall, Spring, Variable

FYS 187 The Temptations of Knowledge

Would you sell your soul for knowledge? What fate would await you if you did? Since the sixteenth 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 years. WI {L} Credits: 4
Joel Westerdale
Fall, Spring, Variable

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 years. WI {S} Credits: 4
Lindsay Poirier
Fall, Spring, Variable

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 years. WI {L} Credits: 4
Gillian Kendall
Fall, Spring, Variable

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 years. WI {H} {L} Credits: 4
Richard H. Millington
Fall, Spring, Variable

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 years. WI Credits: 4
Barbara Kellum
Fall, Spring, Variable

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. Enrollment limited to 16 first years. WI {L} Credits: 4
Torleif Persson
Fall, Spring, Variable

French Studies

Professors
Eglal Doss-Quinby, Ph.D.
Martine Gantrel-Ford, Agrégée de l'Université, Docteur en Littérature Française [†1]
Jonathan Keith Gosnell, Ph.D., Chair
Hélène Visentin, D.E.A., Docteur de l'Université
Dawn Fulton, Ph.D. [*2]

Associate Professor
Mehammed A. Mack, Ph.D.

Assistant Professor
Theresa Brock, Ph.D.

Senior Lecturer
Christiane Metral, M.A.

Visiting Assistant Professor
Maureen DeNino, Ph.D.

Lecturers
Carl Cornell, Ph.D.
Carolyn Shread, Ph.D.

Study Abroad in Paris or Geneva
Advisers: Paris: Mehammed Mack; 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 Métral

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.

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 FRN 101 and FRN 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 25. Credits: 5
Members of the department
Annually, Fall, Spring

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 FRN 220. Enrollment limited to 18 per section. Prerequisite: FRN 101 or equivalent. {F} Credits: 5
Members of the department
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 FRN 220. Enrollment limited to 18. {F} Credits: 4
Members of the department
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; FRN 103 or FRN 120, or permission of the instructor. Students completing the course normally enter FRN 230. Enrollment limited to 18. {F} Credits: 4
Members of the department
Fall, Spring

FRN 230bl Colloquium: Topics in French Studies- 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? Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Basis for the major. Prerequisite: FRN 220 or permission of the instructor. WI {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 230cw Colloquium: Topics in French Studies-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. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Basis for the major. Prerequisite: FRN 220 or permission of the instructor. WI {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 230dp Colloquium: Topics in French Studies-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. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Basis for the major. Prerequisite: FRN 220 or permission of the instructor. WI {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 230en Colloquium: Topics in French Studies-Encountering Nature in the Early Modern World: Flora, Fauna, Empire

"Encountering Nature" examines how writers from the 16th-18th centuries experienced their natural settings. These settings varied widely, encompassing both Europe and the Americas during early phases of colonization. The great variety of flora and fauna in these different locales prompted questions about what nature signified and for whom. How did such factors as gender, religion, ethnicity, and social class combine with political influences in each century to cause shifting understandings and representations of the natural world? To explore this question, we will analyze literary texts in multiple genres alongside illustrations, maps, paintings, historical documents, and audiovisual materials. Enrollment limited to 18. WI {F} {L} Credits: 4
Members of the department
Alternate Years, Fall

FRN 230ww Colloquium: Topics in French Studies-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. Students may receive credit for only one section of 230. Enrollment limited to 18. Basis for the major. Prerequisite: FRN 220 or permission of the instructor. WI {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

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: FRN 230, or permission of the instructor. Admission by permission only. {F} Credits: 4
Members of the department
Fall, Spring, Variable

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: FRN 230 or higher, or permission of the instructor. Enrollment limited to 15. {F} {S} Credits: 4
Members of the department
Annually, Fall, Spring

FRN 251fi Topics in French Media, Now and Then-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 that have defined the discourse on the issue. With an emphasison new media, students analyze a wide variety of documents including internet resources, journalistic articles and blogs, music videos, films, legal texts, political pamphlets, slam poetry, rap songs, as well as photo and video art. {F} {H} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 252cl Topics in French Cinema-Cities of Light: Urban Spaces in Francophone Film

From Paris to Fort-de-France, Montreal to Dakar, we study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and 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. {F} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 252ps French Cinema-Paris on Screen

Paris is often portrayed by filmmakers as the quintessential romantic setting. Starting with the French New Wave, this course examines films that look at France's capital city differently, as a place where various urban, cosmopolitan, and/or diasporic subcultures live side by side, often unbeknownst to one another. Films by directors such as Truffaut, Godard, Varda, Sautet, Rohmer, Denis, Assayas, and Klapisch. {A} {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

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: FRN 230. {F} {L} Credits: 4
Members of the department
Alternate Years, Fall, Spring

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: FRN 230, or permission of the instructor. {F} {L} {S} Credits: 4
Members of the department
Fall, Spring, Variable

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 the role of language in shaping individual and national identity, from the 16th century to the present day. Readings and discussions on topics such as linguistic policy and cultural politics, the feminization of the French language, and defending against the invasion of English by legislating the use of French within France and Quebec. Prerequisite: normally, one course in French studies beyond FRN 230, or permission of the instructor. {F} {L} Credits: 4
Members of the department
Alternate Years, Fall, Spring

FRN 282md Topics in 19th and 20th Century French Studies-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 Hugo, Gide, Camus and Duras. Prerequisite: one course above FRN 230. {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 286 Invisible Minority: Chinese Culture in France

A reference to the French phrase "minorité visible," this course's title highlights the recurrent critiquefrom East Asians in France that theirs is a forgotten minority group. To understand this critique, wetrace the history of exoticized representations of Chinese culture in France from the 17th century to thepresent. We then turn to recent literary works by Chinese diasporic writers to consider how theyrepresent 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
Alternate Years, Fall, Spring

FRN 291 The Colonial City Through French Readings

A discussion section in French that must be combined with 290. Students have the opportunity to examine selected readings in French on relevant topics to deepen their understanding of the architectural history of French colonial cities. Prerequisite: One course beyond FRN 230 or permission of the instructor. Credits: 1
Members of the department
Fall, Spring, Variable

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. Corequisite: WLT 150. {F} {L} Credits: 2
Members of the department
Spring

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Offered as ITL 299, POR 299, FRN 299 and 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 limited to 25. {F} {S} Credits: 4
Members of the department
Annually, Fall, Spring

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
Fall, Spring, Variable

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
Fall, Spring, Variable

FRN 380af Topics: Cultural Studies-Les Annees Folles

We enter "les années folles" in Paris in this advanced culture class, taught in French. During the Roaring Twenties, jazz sizzled, Montmartre shimmied, and Joséphine Baker's Danse sauvage mesmerized crowds at the Music-Hall des Champs Elysées. Song, literature, dance, poetry, painting, the arts aligned to form an (in)coherent, (inter)national cultural proclamation. How might we interpret this riveting period today? The class will discuss the roles of women, writers, soldiers, African Americans and others in "modern" French society at the end of the Great War. Students will be expected to complete twelve hours of reading and written reflection per week. {F} {H} {L} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 380is Topics in French Cultural Studies-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} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 380tw Topics in French Cultural Studies: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 different geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 385bt Topics in Advanced Studies in Language-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
Fall, Spring, Variable

FRN 392sc Seminar: Topics in Culture-Stereotypes in French Cinema

In this seminar, we look at films that make a deliberate and often caricatural use of stereotypes in order to make a statement, whether it is to provoke, examine, question, or simply illustrate some aspects of French culture or national consciousness. The stereotypes we consider include cinematic genres (comedies), as well as themes or topics (tradition versus modernity, 'Frenchness', racial and class differences). In doing so, we pay particular attention to the way these stereotypes are staged, what their modes of inquiry are, and what conversations, if any, they promote. Films by Renoir, Tati, Buñuel, Jeunet, Ozon, and Sciamma among others. Weekly or bi-weekly film viewings. Readings in film criticism and relevant fields. In French. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {F} Credits: 4
Members of the department
Fall, Spring, Variable

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
Annually, Fall, Spring

FRN 430D Honors Project
Credits: 4
Annually, Fall, Spring

FRN 431 Honors Project
Credits: 8
Annually, Fall, Spring

FRN 580 Advanced Studies
Arranged in consultation with the department. Credits: 4
Fall, Spring

FRN 580D Advanced Studies
This is a full-year course. Credits: 8
Fall, Spring

FRN 590 Research and Thesis
Credits: 8
Fall, Spring, Variable

FRN 590D Research and Thesis
This is a full-year course. Credits: 8
Fall, Spring, Variable

Crosslisted Courses

ARH 258 The Arts in Eighteenth-Century France
See course listing in Art for full curricular details.

TSX 330/ WLT 330 Capstone Seminar in Translation Studies
See course listing in World Literatures for full curricular details.

WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel
See course listing in World Literatures for full curricular details.

Geosciences

Professors
Sara B. Pruss, Ph.D. †2
Bosiljka Glumac, Ph.D. **2
Amy Larson Rhodes, Ph.D., Chair

Associate Professors
John Loveless, Ph.D.

Assistant Professors
Sarah Mazza, Ph.D. **1
Greg de Wet, Ph.D.

Lecturer
Lewis Ward, Ph.D.

The Major

Advisers: for the class of 2023, Amy Rhodes; for the class of 2024, Sarah Mazza; for the class of 2025, Greg de Wet; for the class of 2026, Jack Loveless

Adviser for Study Abroad: Greg de Wet, 2022-23

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: Amy Rhodes, 2022-2023

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.

Courses

GEO 101 Introduction to Earth Processes and History

Geology is a study of the Earth. In this course, we will examine the processes that formed the Earth and that have continued to change the planet during its 4.57 billion year history. In rocks, minerals and the landscape, geologists see puzzles that tell a story about Earth's past. In this course, you will develop your geologic observation skills. Together, we will investigate the origins of minerals and rocks and the dynamic processes that form volcanoes, cause earthquakes, shape landscapes, create natural resources, and control our climate—today as well as during the Earth's past. We learn to view the Earth with a new perspective and appreciate how the planet is constantly changing, even if at extremely slow rates. Students planning to major in geosciences should also take GEO 102 concurrently. {N} Credits: 4
Members of the department
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
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
Gregory de Wet
Annually, Fall, Spring

GEO 105 Natural Disasters: The Science Behind the Headlines

A natural disaster occurs when Earth's natural processes violently affect society, creating newsworthy events of tragedy, loss and lessons for the future. This course focuses on the science of natural disasters: the physical processes operating within the earth that create earthquakes and volcanoes; the atmospheric processes that generate tropical storms and climate change; and the ways in which the landscape can influence the effects of natural events. The course also examines societal preparation for and response to natural disasters. Weekly exercises use Geographic Information Systems (GIS) to illustrate real-world disaster management concepts. {N} Credits: 4
Members of the department
Fall, Spring, Variable

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
Bosiljka Glumac
Fall, Spring, Variable

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
Spring

GEO 112/ARC 112 Archaeological Geology of Rock Art and Stone Artifacts

Offered as GEO 112 and 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
Bosiljka Glumac
Fall, Spring, Variable

GEO 150/ENV 150 Mapping our World: An Introduction to Geographic Information Systems

Offered as GEO 150 and 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
John Loveless
Fall

GEO 201 Colloquium: Earth History

This course will involve reading a series of papers on the diverse record of life, ranging from Snowball Earth ~720 million years ago to the aftermath of one of Earth's largest mass extinctions ~250 million years ago. The sections we will focus on are preserved in Death Valley and adjacent areas. The goals of this class are to familiarize students with the vast record of Earth History preserved in the western US through a series of focused readings and an optional field trip. Prerequisites: One GEO course. Enrollment limited to 15. (E) {H} {N} Credits: 1
Sara Pruss
Fall, Spring, Variable

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: GEO 101 and 102, or 108, or FYS 103, or 102 with any other GEO 100-level course. GEO 102 can be taken concurrently. Recommended: CHM 111 or equivalent. {N} Credits: 5
Sarah Mazza
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. Prerequisite: GEO 221. Enrollment limited to 18. {N} Credits: 5
Sarah Mazza
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 (to be determined by the faculty). Prerequisites: completion of an introductory level geology course and permission of the instructor. Preference will be given to Geosciences majors. Enrollment limited to 15. Credits: 1
Members of the department
Fall, Spring, Variable

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. At least one weekend field trip. Prerequisite: GEO 101 and GEO 102, or GEO 108, or FYS 103, or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. Enrollment limited to 18. {N} Credits: 5
Sara Pruss
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. Prerequisites: GEO 101 and GEO 102; or GEO 108; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently. {N} Credits: 5
Bosiljka Glumac
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: GEO 101 and GEO 102, or GEO 108, or FYS 103, or GEO 102 with any other GEO 100-level course. Enrollment limited to 20. {N} Credits: 5
John Loveless
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: GEO 101, GEO 102, GEO 108 or FYS 103. Enrollment limited to 18. {N} Credits: 5
Gregory de Wet
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. Enrollment limited to 16. {N} Credits: 5
Amy Larson Rhodes
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 permission of the instructor. Enrollment limited to 10 students. {N} Credits: 5
Sara Pruss
Fall, Spring, Variable

GEO 309 Groundwater Geology

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project involves

studying a local groundwater problem. Prerequisites: (GEO 101, GEO 102, GEO 108 or FYS 103) and MTH 111. Enrollment limited to 14. Credits: 5
Members of the department
Alternate Years, Fall, Spring

GEO 311 Modeling the Earth: Data Analysis in the Geosciences

Major advances in our understanding of Earth's physical processes have been made through analysis and interpretation of datasets, including precise tracking of plate tectonic motions, the rate and significance of modern climate change and sea level rise, and the timing and environmental conditions of extraordinary events in Earth history. This course introduces programming and analysis skills using Python to import, query, model, and visualize geoscience datasets, with applications drawn from seismology, climate change, hydrology, and geochemistry. Prerequisite: GEO 101, GEO 102, GEO 104, GEO 106, GEO 108, GEO 112, a GEO-based FYS or permission of the instructor. Enrollment limited to 20 {M} {N} Credits: 4
John Loveless
Fall, Spring, Variable

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 GEO 231. Enrollment limited to 8. Registration by permission only. Interested students should contact the course instructor early in the Fall semester. Students are responsible to partially cover expenses associated with the January trip. {N} Credits: 5
Bosiljka Glumac
Fall, Spring, Variable

GEO 341 Seminar: 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: GEO 221 or GEO 231. BIO majors could be admitted by permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H} {N} Credits: 4
Sara Pruss
Fall, Spring, Variable

GEO 361 Tectonics and Earth History

A broadly-based examination of tectonics, the unifying theory of geology. We discuss lithospheric plate movements, the creation and destruction of Earth's crust, the formation of mountain belts and sedimentary basins, the dynamic coupling of crust and mantle, and how these processes have shaped the Earth through time. Emphases includes 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
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: 4
Members of the department
Fall, Spring

GEO 430D Honors Project

Credits: 4
Members of the department
Annually, Fall, Spring

GEO 432D Honors Project

Credits: 6
Members of the department
Annually, Fall, Spring

Crosslisted Coures

EGR 315 Seminar: Ecohydrology

See course listing in Engineering for full curricular details.

EGR 340 Seminar: Geotechnical Engineering

See course listing in Engineering for full curricular details.

German and Italian

Professor of Italian Studies
Anna Botta, Ph.D. *1

Associate Professor of German Studies
Joel P. Westerdale, Ph.D., Chair

Senior Lecturer of German Studies
Judith Keyler-Mayer, Ph.D.

Senior Lecturer of Italian Studies
Maria Succi-Hempstead, M.A. *2

Lecturer of German Studies
Sandra Digruber, Ph.D.

Lecturer of Italian Studies
Gianna Albaum, Ph.D.
Valentina Geri, Ph.D.
Simone M. Gugliotta, Ph.D.

The Department of German and Italian offers courses in transnational humanities in English, German and Italian. It houses two discrete majors—German and Italian—that share a gateway course (GER/ITL 187 Thinking Transnationally) and a capstone seminar (GER/ITL 369 Transnational Encounters). The department offers two complete language sequences that students are encouraged to complement with Smith's study abroad programs in Germany and Italy.

German Studies

With its emphasis on transnational humanities, the Department of German and Italian offers a complete curriculum of German language and culture. This includes courses in German and in English on literature, media studies, transnational studies, and intellectual history that situate the language and cultures of German-speaking Europe in larger transnational contexts.

Students need not have prior knowledge of the German language upon entering Smith to major in German or to study abroad in Germany. Students planning to major in German and/or study abroad in Germany should begin studying German as early as possible in order to meet all requirements and take full advantage of the academic and internship opportunities available abroad.

Study Abroad in Germany

Advisers for Study Abroad: Members of the Department

Students from all majors can apply for study abroad with Smith in Hamburg, preferably in their junior year. Students can choose between one or two semesters at the University of Hamburg or the one-semester Practicum Program. Students are eligible for the Practicum Program after one year of German; after three semesters of German they can study at the University for the Spring Semester; with four semesters they are eligible for the entire academic year in Hamburg.

The German Major

Advisers: Members of the Department

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.

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. Relevant departments/programs include, but are not limited to: Art History, Film Studies, Education, History, International Relations, Linguistics, Religion, Government, American Studies, Music, Philosophy, and World Literatures.

Courses taught by German faculty members outside the Department can also contribute to the major (for instance, courses in WLT or FYS) with departmental approval.

The German Minor

Advisers: Members of the Department

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.

German 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:
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.

Italian Studies

The Department of German and Italian 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 for Spring semester.

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.

* 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 who don't go to Florence can replace the course with another course which must be approved by their major advisor.

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.

Courses taught by members of the Italian faculty outside the Department can 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.

*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.

Honors in Italian Studies

Director: Anna Botta

ITL 430D Honors Project

This is a full-year course. Credits: 4
Members of the department
Normally offered each academic year

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

German Studies

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
Fall

GER 120 Intensive Elementary German
A fast-paced introduction to German that allows rapid acquisition of speaking, reading, writing, and listening skills as well as cultural knowledge about German-speaking countries. Daily oral and written practice through multi-media, role-playing, dialogues, poems, and short stories. This course is particularly appropriate for students who want to acquire a solid foundation in the language quickly. Students complete the equivalent of two semesters' work in one semester and are prepared to enter GER 200. The course is a cooperation with Mount Holyoke College. Students will attend a class at MHC once a week. {F} Credits: 8
Fall, **Spring**, Variable

GER 144 German for Reading Knowledge
A one-semester introduction to reading skills designed specifically for students who wish to use German secondary sources (newspapers, journal articles, books, websites) for research purposes. Emphasis is on the acquisition of skills to recognize grammatical constructions, idioms and vocabulary. Readings of general interest taken from a variety of fields will be supplemented by materials related to the majors of course participants. This course treats reading comprehension skills only and is not designed for students who wish to acquire functional communicative proficiency in German. Open only to juniors and seniors who have not taken a college-level German course. {F} Credits: 4
Fall, Spring, Variable

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. {F} {H} Credits: 4
Fall, Spring, Variable

GER 189/ ITL 189 Thinking Transnationally: European Culture Across Borders
This series of interdepartmental lectures by a selection of Smith faculty examines the myth of culturalhomogeneity perpetuated by the ideal of "native" linguistic competency. These lectures explorehybridity 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 toappreciate 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," whetheras non-native speakers in the US or as language-learners looking abroad. Graded S/U only. (E) {H} {L} Credits: 2
Annually, Fall, Spring

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: GER 110Y, permission of the instructor, or by placement. {F} Credits: 4
Fall

GER 231nm Topics in German Cinema-Nazi Film
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
Fall, Spring, Variable

GER 231wc Topics in German Cinema-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} {H} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

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 limited to 18. {F} Credits: 4
Spring

ENG 271/ GER 271 Imagining Evil
Offered as GER 271 and 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. {L} Credits: 4
Fall, Spring, Variable

GER 297 New Worlds from the Old Order: German Society and Culture in Transition 1900-1933

This course will examine the upheaval of the old political, social and cultural order in Central Europe at the end of World War I and its effect on societal and cultural life in Germany between 1900 and 1933. Special emphasis will be laid on the creation and design of a student-curated exhibition of print artifacts from the instructor's personal collection that parallel the cultural, social and political transitions that occurred between 1900 and 1933. Students will create both a virtual exhibition with the help of CET and a physical exhibit using print-on-paper cases at the Smith Museum of Art. Conducted in English. {A} {L} Credits: 4
Alternate Years, Fall, Spring

GER 300km Topics in German Culture and Society: 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. Prerequisites: GER 250 or GER 260 or instructor permission. (E) {A} {F} Credits: 4
Fall, Spring, Variable

GER 300rt Topics in German Culture and Society-German in Real Time

This advanced German language class is based on the principle of learning through practice. In a hands-on exploration of the contemporary German media scene, language learners acquire increased stylistic flexibility and the rhetorical means to communicate effectively with different audiences. Focusing on newspapers, magazines and TV, students compare and analyze these media, study the kind of language they produce, and practice the stylistic conventions and features of each medium in a series of experiments. Prerequisites: GER 250 or GER 260. (E). {A} {F} {S} Credits: 4
Fall, Spring, Variable

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {F} Credits: 4
Fall

GER 369hc/ ITL 369hc Seminar: Topics in Transnational Encounters-Remapping the Histories of German and Italian cinemas from a Transnational Perspective

Offered as GER 369hc and ITL 369hc. 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. Students must have advanced knowledge of a language other than English. Cannot be taken S/U. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {L} Credits: 4
Fall, Spring, Variable

GER 400 Special Studies

Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. Credits: 4
Fall, Spring

GER 404 Special Studies

Arranged in consultation with the department. Admission for senior majors by permission of the department. Credits: 4
Annually, Fall, Spring

GER 430D Honors Project

This is a full-year course. Credits: 8
Fall

Crosslisted Courses

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?

See course listing in First-Year Seminar for full curricular details.

FYS 187 The Temptations of Knowledge

See course listing in First-Year Seminar for full curricular details.

JUD 110 Introduction to Yiddish Culture

See course listing in Jewish Studies for full curricular details.

JUD 260 Colloquium: Yiddish Literature and Culture

See course listing in Jewish Studies for full curricular details.

JUD 287 The Holocaust

See course listing in Jewish Studies for full curricular details.

WLT 277 Jewish Fiction

See course listing in World Literatures for full curricular details.

WLT 218 Holocaust Literature

See course listing in World Literatures for full curricular details.

Italian Studies

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. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session which meets outside class time. Enrollment limited to 20 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. May not be taken S/U. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5
Fall, Spring

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. Does not fulfill the foreign language requirement for Latin honors. Course may be taken S/U only by seniors. Enrollment limited to 20. {F} Credits: 5
Fall, Spring

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 limited to 12 students per section. {F} Credits: 2

Spring

ITL 189/GER 189 Thinking Transnationally: European Culture Across Borders

This series of interdepartmental lectures by a selection of Smith faculty examines the myth of culturalhomogeneity perpetuated by the ideal of "native" linguistic competency. These lectures explorehybridity 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 toappreciate 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," whetheras non-native speakers in the US or as language-learners looking abroad. Graded S/U only. (E) {H} {L} Credits: 2

Annually, Fall, Spring

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

Fall, Spring, Variable

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. S/U only. {L} Credits: 2

Fall

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

Fall, Spring

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

Fall, Spring

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 111 and ITL 220 or 230 or placement by the department. {F} {L} Credits: 4

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 required. {F} {L} Credits: 5

Spring

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

Fall, Spring, Variable

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. {A} {L} Credits: 4

Fall, Spring, Variable

ITL 299/FRN 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Offered as ITL 299, POR 299, FRN 299 and 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 limited to 25. {F} {S} Credits: 4

Annually, Fall, Spring

ITL 332 Dante's Inferno
Detailed study of Dante's Infernoand Medieval culture. Conducted in English. {F} {L} Credits: 4
Fall, Spring, Variable

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 Italian. {F} {L} Credits: 4
Fall, Spring, Variable

ITL 335 Boccaccio: Decameron—Italian Language Discussion
Conducted in Italian. Corequisite: ITL 334. Enrollment limited to 18 senior Italian majors and minors, and to others by permission of the instructor. {F} {L} Credits: 1
Fall, Spring, Variable

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. Instructor permission required. This course does not count as a senior seminar for Italian majors. {F} {L} Credits: 4
Fall, Spring, Variable

ITL 369hc/GER 369hc Seminar: Topics in Transnational Encounters-Remapping the Histories of German and Italian cinemas from a Transnational Perspective
Offered as GER 369hc and ITL 369hc. 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. Students must have advanced knowledge of a language other than English. Cannot be taken S/U. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {L} Credits: 4
Fall, Spring, Variable

ITL 400 Special Studies
For qualified juniors and senior majors only. Admission by permission of the instructor and the chair. Credits: 4
Fall, Spring

ITL 430D Honors Project
This is a full-year course. Credits: 4
Annually, Fall, Spring

Crosslisted Courses

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?
See course listing in First-Year Seminar for full curricular details.

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
See course listing in First-Year Seminar for full curricular details.

Global Financial Institutions Concentration

The Global Financial Institutions Concentration (GFX) 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 products including investment funds for investors seeking socially responsible products. The GFX 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 GFX 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

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.

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

Courses

GFX 100 Introduction to Global Financial Institutions

This eight-week lecture series provides an overview of the financial system and the role of financial institutions in the global economy; domestic and international regulation; domestic and international banking. Faculty and guest lecturers reflect on contemporary developments and challenges in their fields. Credits: 1
Mahnaz Mahdavi
Fall, Spring, Variable

Crosslisted Courses

ECO 311in Seminar: Topics in Economic Development-India

See course listing in Economics for full curricular details.

ECO 314 Seminar: Industrial Organization and Antitrust Policy

See course listing in Economics for full curricular details.

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources

See course listing in Economics for full curricular details.

ECO 338 Seminar: Household Finance and Inequality

See course listing in Economics for full curricular details.

ECO 375 Seminar: The Theory and Practice of Central Banking

See course listing in Economics for full curricular details.

ECO 396 Seminar: International Financial Markets

See course listing in Economics for full curricular details.

ENV 323 Seminar: Climate and Energy Policy

See course listing in Environmental Science and Policy for full curricular details.

GOV 343cr Seminar: Topics in International Politics and Comparative Politics-Corruption

See course listing in Government for full curricular details.

SOC 333 Seminar: Social Justice, the Environment and the Corporation

See course listing in Sociology for full curricular details.

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 **1
Caroline M. Melly, Ph.D., Associate Professor of Anthropology †2
Jeffrey S. Ahlman, Ph.D., Associate Professor of History
Vis Taraz, Ph.D., Associate Professor of Economics †1

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.

Courses

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
Annually, Fall, Spring

Crosslisted Courses

ANT 234 Culture, Power and Politics
See course listing in Anthropology for full curricular details.

ANT 237 Monuments, Materials and Models: The Archaeology of South America
See course listing in Anthropology for full curricular details.

ECO 211 Economic Development
See course listing in Economics for full curricular details.

ECO 295 International Trade and Commercial Policy
See course listing in Economics for full curricular details.

GOV 220 Introduction to Comparative Politics
See course listing in Government for full curricular details.

GOV 224 Colloquium: Globalization From an Islamic Perspective
See course listing in Government for full curricular details.

GOV 230 Chinese Politics
See course listing in Government for full curricular details.

GOV 237 Colloquium: Politics of the U.S./Mexico Border
See course listing in Government for full curricular details.

GOV 241 International Politics
See course listing in Government for full curricular details.

GOV 242 International Political Economy
See course listing in Government for full curricular details.

GOV 252 International Organizations
See course listing in Government for full curricular details.

GOV 257 Colloquium: Refugee Politics
See course listing in Government for full curricular details.

GOV 348ca Seminar: Topics in International Politics-Conflict and Cooperation in Asia
See course listing in Government for full curricular details.

HST 200 Modern East Asia
See course listing in History for full curricular details.

HST 258 Modern Africa
See course listing in History for full curricular details.

LAS 260 Colonial Latin America, 1492–1821
See course listing in Latin American Studies for full curricular details.

SOC 232 World Population
See course listing in Sociology for full curricular details.

SOC 237 Gender and Globalization
See course listing in Sociology for full curricular details.

SOC 327 Seminar: Global Migration in the 21st Century
See course listing in Sociology for full curricular details.

Government

Professors
Steven Heydemann, Ph.D. [†2]
Howard Jonah Gold, Ph.D. [§1]
Gregory Whayne White, Ph.D. [*1]
Mlada Bukovansky, Ph.D., Chair
Alice L. Hearst, Ph.D., J.D.
Velma E. Garcia, Ph.D.

Associate Professors
Brent M. Durbin, Ph.D. [**1, *2]

Assistant Professors
Scott LaCombe, Ph.D. [**2]
Anna Kapambwe Mwaba, Ph.D.
Sara Newland, Ph.D. [**1]
Erin Pineda, Ph.D.
Bozena C. Welborne, Ph.D.
Claire Leavitt, 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: Mlada Bukovansky,Brent Durbin, Velma Garcia, Howard Gold, Alice Hearst, Steven Heydemann, Erin Pineda, Bozena Welborne, Gregory White

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.

Courses

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
Fall, Spring

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
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
Fall, Spring, Variable

GOV 202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment
Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. {S} Credits: 4
Alice Hearst
Spring

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 limited to 75. {M} {S} Credits: 5
Howard Gold
Spring

GOV 205 Colloquium: 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 24. {S} Credits: 4
Alice Hearst
Alternate Years, Fall, Spring

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
Claire Leavitt
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. {S} Credits: 4
Alternate Years, Fall, Spring

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
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
Fall, Spring, Variable

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
Fall, Spring, Variable

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
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. {S} Credits: 4
Fall, Spring, Variable

GOV 217 Colloquium: 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. Enrollment limited to 20. {S} Credits: 4
Alternate Years, Fall, Spring

GOV 218 Workplace Law in Capitalist America

A critical introduction to government regulation of employment and to legal theories of freedom and justice in the workplace. Topics: 1) the development of laws granting workers the right to form labor unions and to collectively bargain, culminating with discussion of the current debate on the labor rights of public sector workers in Wisconsin and other states; 2) Title VII of the Civil Rights Act and other anti-discrimination laws designed to protect women, persons of color, the disabled and LGBTQ individuals in the workplace as well as the rights of immigrant workers; and 3) privacy at work, including how law impacts the use of social media like Facebook and Twitter in the employment context. Enrollment limited to 45. {S} Credits: 4
Fall, Spring, Variable

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. {S} Credits: 4
Fall, Spring, Variable

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
Fall, Spring

GOV 221 European Politics

This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. {S} Credits: 4
Mlada Bukovansky
Alternate Years, Fall, Spring

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 particulare 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 limited to 40. {S} Credits: 4
Bozena Welborne
Fall, Spring, Variable

GOV 224 Colloquium: Globalization From an Islamic Perspective

This course explores the complex challenges facing Muslim-majority states when it comes to their political, economic, and social development in the 21st century. In particular, we will be exploring the various Islamically-inspired ideas ("isms") that have emerged with the onset of globalization; from Islanic feminism and Islamic environmentalism to political Islam and Islamic banking. Enrollment limited to 20. {S} Credits: 4
Bozena Welborne
Alternate Years, Fall, Spring

GOV 226 Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues is covered. {S} Credits: 4
Velma Garcia
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 Mwaba
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
Fall, Spring

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? Credits: 4
Fall, Spring, Variable

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 of 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. {S} Credits: 4
Sara Newland
Fall, Spring, Variable

GOV 231 Colloquium: Women's Social Movements in the Middle East

This course explores how women's social movements emerge and sustain themselves in the Middle East and North Africa. We will cover issues ranging from women agitating for citizenship rights and the vote to questions of personhood, family code, and women's labor rights. Throughout the class, we consider how mobilized women regotiate a world of both contemporary and traditional religious and secular values to pursue their agendas in the public arena. Students leave this course with a fuller appreciation of the variety of issues around which women mobilize in the region as well as an understanding of the diverse strategies they adopt to meet their chosen goals. {S} Credits: 4
Bozena Welborne
Fall, Spring, Variable

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 limited to 24. {S} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

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 limited to 20. {S} Credits: 4
Fall, Spring, Variable

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. {S} Credits: 4
Fall, Spring, Variable

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 20. {S} Credits: 4
Velma Garcia
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? Enrollment limited to 50. {S} Credits: 4
Anna Mwaba
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

GOV 241 International Politics

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior, and the influence of the world economy on international relations. Not a course in current events. Enrollment limited to 50. {S} Credits: 4
Fall, Spring

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 persepctives. 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: GOV 241 or permission of the instructor. First-year students may enroll only if they have completed GOV 241. Enrollment limited to 40. {S} Credits: 4
Annually, Fall, Spring

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: GOV 241 or permission of the instructor. {S} Credits: 4
Brent Durbin
Annually, Fall, Spring

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. {S} Credits: 4

Anna Mwaba

Fall, Spring, Variable

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

Alternate Years, Fall, Spring

GOV 249 Colloquium: International Human Rights

This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. {S} Credits: 4

Alice Hearst

Alternate Years, Fall, Spring

GOV 250 Case Studies in International Relations

Relations among the major world powers - the U.S., Europe, China, Russia, Japan - have been relatively stable since the end of the Cold War but recently have turned more fractious, a result, in part, of growing assertiveness on the part of China and Russia. How to respond to these states has become a major concern for American policymakers, with some favoring a more combative approach to one or another (or both) and some a more cooperative stance. This course will analyze the stresses in contemporary great-power relations and asses contending options for addressing them, with a particular emphasis on potential flashpoints that could provoke crisis and conflict, such as Ukraine and the South China Sea. Students will be expected to examine the big picture of great-power relations and to study one problem in considerable depth. Credits: 4

Fall, Spring, Variable

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

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 three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Prerequisite: GOV 241 or permission of the instructor. Enrollment limited to 50. {S} Credits: 4

Mlada Bukovansky

Annually, Fall, Spring

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: GOV 241 or permission of the instructor. Enrollment limited to 20. {S} Credits: 4

Alternate Years, Fall, Spring

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 underexamined 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 18. {S} Credits: 4

Gregory White

Alternate Years, Fall, Spring

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

Fall, Spring, Variable

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

Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

GOV 262 Early Modern Political Theory, 1500–1800

A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty and peace; limitations on power, the general will, and liberalism's relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. {S} Credits: 4
Alternate Years, Fall, Spring

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. {S} Credits: 4
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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 GOV 100 or another political theory course is strongly suggested. {S} Credits: 4
Alternate Years, Fall, Spring

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
Erin Pineda
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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 Pineda
Alternate Years, Fall, Spring

GOV 273 Marxism

What is the origin and political meaning of capitalism, and might there be a better way to organize our common world? These are the broad questions of Marxism, which continue to press upon us today. This lecture course is a general introduction to the writings of Karl Marx, the diverse school of thought which goes by his name, and a few friendly critics along the lines of race and gender. Although this course will read texts on history and political economy, this course will treat Marx as a political thinker and Marxism as a school of political thought. Prerequisite: GOV 100. (E) Credits: 4
Fall, Spring, Variable

GOV 282 Colloquium: The Politics of Data

This course explores the political implications of the Big Data era through a focus on how data has corresponded with power throughout history. Topics include the development of statistics ("science of the state") for taxation and government census; the parsing of the "deserving" and "undeserving" poor in social welfare programs; surveillance practices for policing and national security; data protection and regulation of online spaces; and the implications of machine learning and artificial intelligence. Special attention will be given to the ways in which new data technologies have driven social change. Prerequisite: one course in quantitative methods, such as GOV 203. {S} Credits: 4
Brent Durbin
Fall, Spring, Variable

GOV 291 Colloquium: 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. Enrollment limited to 24. Instructor permission required. {S} Credits: 4
Sara Newland
Fall, Spring, Variable

GOV 304pp Seminar: Topics in American Government- 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

GOV 306ps Seminar: Topics in American Government- Politics of U.S. States

As national politics becomes increasingly polarized and dysfunctional the states have become a central focus for many groups to affect policy change.

This seminar focuses on major topics in State Politics research including, direct democracy, the spread of policies, and the growth of political reforms, and the role of public opinion in determining state policies. Students complete research papers on a state politics topic of their choice. Prerequisite: a 200-level course in American government. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Scott LaCombe
Fall, Spring, Variable

GOV 307lp Seminar: Topics in American Government: Latinos the Politics of Immigration 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

GOV 328 Seminar: 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? Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Sara Newland
Fall, Spring, Variable

GOV 329 Seminar: 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 limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Alternate Years, Fall, Spring

GOV 338/ SDS 338 Research Seminar: Political Networks

Offered as GOV 338 and SDS 338. How does the behavior of a state, politician, or interest group affect the behavior of others? DoesMassachusetts's decision to legalize recreational marijuana influence Vermont's marijuana policies?From declarations of war to the decision of who congressmembers will vote with, social scientists areincreasingly looking to political networks to recognize the inter-connectedness of the world around us.This course will overview the essentials of social network analysis and how they are applied to give usa better understanding of American politics. Prerequisites: SDS 220 or an equivalent introductory statistics course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Members of the department
Fall, Spring, Variable

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: at least one course in comparative politics, international relations, or East Asia preferred. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Sara Newland
Alternate Years, Fall, Spring

GOV 341is Seminar: Topics in International Politics-International Perspectives on Contemporary Security Issues

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, nativism and irredentism, threats to democracy, proliferation, terrorism, insurgency, ethnic and racial conflict, failing states, environmental degradation, 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

GOV 343cr Seminar: Topics in International Politics and Comparative Politics-Corruption

How should we define political corruption, and what can be done about it? This seminar explores the theoretical and practical dimensions of political corruption in a variety of different countries and contexts, and analyzes how governments, international organizations, and activists have attempted to address the problem. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Mlada Bukovansky
Fall, Spring, Variable

GOV 343hm Seminar:Topics in International Politics and Comparative Politics-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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

GOV 345pd Seminar: Topics in International Politics- 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. The

course presumes familiarity with basic probability and statistical concepts, such as that provided by GOV 203 or another introductory statistics course. GOV Majors only. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Brent Durbin
Fall, Spring, Variable

GOV 347cr Seminar: Topics in International Politics and Comparative Politics- Comparative Regionalization

This course investigates the role of international organizations as global actors and their involvement in the domestic politics of, and beyond, their member states. Areas of intervention include efforts in democracy promotion, economic development, peace and security, and regional integration. This course moves beyond the focus on the traditional, Western actors, like the United Nations and European Union, and incorporates the processes undertaken by the African Union, the Association of Southeast Asian Nations, Organization of American States, among others. The goal of this course is to understand how these continental and regional organizations navigate the complexities of international and domestic politics. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Anna Mwaba
Fall, Spring, Variable

GOV 348ca Seminar: Topics in International Politics-Conflict and Cooperation in Asia

The seminar identifies and analyzes the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course concludes by evaluating prospects for current efforts to create a new "Asia Pacific Community." Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

GOV 363 Seminar: Dissent: Disobedience, Resistance, Refusal and Exit

This seminar in political theory examines contemporary theories and practices of dissent, from civil disobedience to armed resistance to political exit. Are citizens morally obligated to obey unjust laws? What makes a law or political arrangement unjust? What kinds of protest actions are justified? What are the promises and limitations of nonviolence -- or violence? What effect do different forms of resistance have, and what is their political value? Is exiting -- quitting politics or leaving the polity -- a meaningful form of resistance? This course will engage with these questions by reading contemporary texts from political science, sociology, and philosophy, alongside works by practitioners of forms of disobedience and resistance. Prerequisite: coursework in political theory or permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Erin Pineda
Fall, Spring, Variable

GOV 367et Seminar: Topics in Political Theory-Environmental Political Theory

What is the political significance of nature? In this seminar we shall engage this question through a critical analysis of readings in classic and contemporary environmental political thought with special emphasis on the political relationship between human beings and nature. Topics to be considered include wilderness conservation, political ecology, environmental justice, and more. The question which emerges through these readings, which is in the background of the entire course, is whether we might find a democratic and just response to the challenges of the climate crisis. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

GOV 367pw Seminar in Political Theory

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Fall, Spring, Variable

GOV 369 Seminar: 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 limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Alternate Years, Fall, Spring

GOV 400 Special Studies

Admission for majors by permission of the department. Credits: 4
Annually, Fall, Spring

GOV 404 Special Studies

Admission for majors by permission of the department. Credits: 4
Fall, Spring

GOV 408D Special Studies

Admission for majors by permission of the department. Credits: 8
Annually, Fall, Spring

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
Fall

GOV 412 Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. Credits: 8
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
Fall

GOV 430D Honors Project
Special Approval required. Credits: 8
Annually, Fall, Spring

GOV 431 Honors Project
Special Approval required. Credits: 8
Annually, Fall, Spring

Crosslisted Courses

FYS 157 Syria Beyond the Headlines
See course listing in First-Year Seminar for full curricular details.

MES 203 Introduction to Middle East Comparative Politics
See course listing in Middle East Studies for full curricular details.

MES 217 International Relations and Regional Order in the Middle East
See course listing in Middle East Studies for full curricular details.

MES 220 The Arab Spring: Economic Roots and Aftermath
See course listing in Middle East Studies for full curricular details.

MES 230 Society and Development in the Middle East
See course listing in Middle East Studies for full curricular details.

MES 240 Colloquium: Encounters with Unjust Authority: Political Fiction of the Arab World
See course listing in Middle East Studies for full curricular details.

MES 380 Seminar: Authoritarianism in the Middle East
See course listing in Middle East Studies for full curricular details.

History

Professors
Richard Lim, Ph.D.
Marnie S. Anderson, Ph.D.
Darcy C. Buerkle, Ph.D.
Serguei Glebov, Ph.D., Chair

Associate Professors
Ernest Benz, Ph.D.
Jennifer Mary Guglielmo, Ph.D. †2
Elizabeth S. Pryor, Ph.D.
Joshua Birk, Ph.D.
Jeffrey S. Ahlman, Ph.D.

Lecturers
Katherine H. Todhunter, M.A., M.Ed.
Jesse D. Watson, Ph.D.

Research Associates
Sharon Farmer, Ph.D.
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: Darcy Buerkle, Ph.D.

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.

Courses

HST 150 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
Members of the department
Fall, Spring

HST 200 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 Anderson, Ernest Benz
Fall

HST 201 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
Spring

HST 202 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
Fall

HST 203 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
Spring

HST 204 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
Richard Lim
Alternate Years, Fall, Spring

HST 205 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. Enrollment limited to 40. {H} Credits: 4
Richard Lim
Spring

HST 206hm Colloquium: Topics in Ancient History-Diseases, Health and Medicine in the Ancient World

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 sixth 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. Enrollment limited to 18 {H} Credits: 4
Richard Lim
Fall, Spring, Variable

HST 208/ MES 208 Introduction to the History of the Modern Middle East

Offered as HST 208 and 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
Annually, Fall, Spring

HST 213 History of Modern China

This course examines the history of China, primarily from the 18th century until today. The course covers topics ranging from the expansion of the Qing, the transition from empire to nation, and economic development and environmental disasters in the PRC. The readings and lectures establish a framework of critical analysis for issues of both historical and contemporary importance. Having completed the course, students are expected not only to understand the major events and themes in the history of Modern China, but also to be aware of the ways in which contemporary politics make use of different historical narratives. {H} Credits: 4
Jesse Watson
Fall, Spring, Variable

HST 217 World War Two in East Asia: History and Memory

Examination of the factors leading to the war in Asia, the nature of the conflict and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs and the complicated relationship between history and memory. {H} Credits: 4
Marnie Anderson
Spring

HST 221 Samurai to Sony: The Rise of Modern Japan

Japan from the Tokugawa period to its occupation by the United States and the "economic miracle." Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. {H} Credits: 4
Marnie Anderson
Fall, Spring, Variable

HST 222pp Colloquium: Topics in Japanese History-The Place of Protest in Early 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. Enrollment limited to 18. {H} {S} Credits: 4
Marnie Anderson
Fall, Spring, Variable

HST 223at Colloquium: Topics on Women and Gender in Japanese History-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. Enrollment limited to 18. {H} {S} Credits: 4
Marnie Anderson
Fall, Spring, Variable

HST 224 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
Joshua Birk
Alternate Years, Fall, Spring

HST 225 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
Alternate Years, Fall, Spring

HST 226 Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From

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
Alternate Years, Fall, Spring

HST 227mm Colloquium: Topics in Medieval European History-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. Enrollment limited to 18. {H} Credits: 4
Joshua Birk
Fall, Spring, Variable

HST 229 Colloquium: A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages

Twenty-first 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 limited to 18. {H} Credits: 4
Joshua Birk
Alternate Years, Fall, Spring

HST 234 Colloquium: 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. Enrollment limited to 18. {H} Credits: 4
Jeffrey Ahlman
Fall, Spring, Variable

HST 235 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. Enrollment limited to 40. {H} {S} Credits: 4
Jeffrey Ahlman
Alternate Years, Fall, Spring

HST 236 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
Ernest Benz
Fall, Spring, Variable

HST 237/ MES 237 Colloquium: Mobility and Migration in the Modern Middle East

Offered as MES 237 and HST 237. The history of the modern Middle East is a story of border-crossing as well as border-making. From 19th century immigrants from the Ottoman Empire to the Americas, to today's migrant laborers in Lebanon, Iraq, and the Gulf, the region has been forged by those who move within and beyond national borders. How have forces of gender, class, and ethnicity shaped these journeys? This course examines the gendered processes of movement and migration--voluntary and involuntary--that have shaped the modern Middle East from the 19th century to the present. Enrollment limited to 18. {H} {S} Credits: 4
Susanna Ferguson
Fall, Spring, Variable

HST 239 Imperial Russia, 1650–1917

The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H} Credits: 4
Sergey Glebov
Fall, Spring, Variable

HST 240 Colloquium: 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? Enrollment limited to 18. {H} Credits: 4
Sergey Glebov
Fall, Spring, Variable

HST 241 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
Sergey Glebov
Fall, Spring, Variable

HST 243 Colloquium: 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
Ernest Benz
Fall, Spring, Variable

HST 244/ MES 244 Colloquium: Thinking Revolution: Histories of Revolt in the Modern Middle East

Offered as MES 244 and HST 244. How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? In the first part of this course, students engage prominent theories of revolution generated within EuroAmerican and MENA contexts. Next, we consider diverse theories of social change generated within key moments in the history of the modern Middle East, from Ottoman constitution in 1876 to postcolonial

revolts in Oman, Yemen, and Algeria. Finally, we consider the 2011 Arab spring within this longer history of social change in the region. Enrollment limited to 18. {H} {S} Credits: 4
Susanna Ferguson
Fall, Spring, Variable

HST 246 Colloquium: Memory and History
Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices from the historical monograph to visual culture, as markers of history, and as creators of meaning. {H} Credits: 4
Darcy Buerkle
Annually, Fall, Spring

HST 248 Colloquium: 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
Ernest Benz
Fall, Spring, Variable

HST 249 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
Ernest Benz
Fall, Spring, Variable

HST 250 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
Fall, Spring, Variable

HST 251 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
Fall, Spring, Variable

HST 252 Women and Gender in Modern Europe, 1789–1918
A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. {H} Credits: 4
Darcy Buerkle
Annually, Fall, Spring

HST 253 Women and Gender in Contemporary Europe
Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. {H} Credits: 4
Darcy Buerkle
Annually, Fall, Spring

HST 254 Colloquium: 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
Fall, Spring, Variable

HST 256 Colloquium: 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 limited to 40 students. {H} Credits: 4
Jeffrey Ahlman
Fall, Spring, Variable

HST 257 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
Jeffrey Ahlman
Alternate Years, Fall, Spring

HST 258 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 Ahlman
Alternate Years, Fall, Spring

HST 259sp Colloquium: Topics in African History-Sport in Modern Africa
This course explores the social and cultural history of sport in nineteenth- and twentieth-century Africa. Key subjects covered will be how a focus on sport helps us rethink African colonial encounters, the popular politics of the postcolonial state, and pan-Africanism. We will also reflect on how African sports history challenges us to think more deeply about African ideas of work, gender, and social mobility. {H} Credits: 4
Jeffrey Ahlman
Fall, Spring, Variable

HST 262 Colloquium: 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 Pryor
Alternate Years, Fall, Spring

HST 265 Citizenship in the United States, 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
Elizabeth Pryor
Annually, Fall, Spring

HST 266 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 Pryor
Annually, Fall, Spring

HST 267 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. Enrollment limited to 40. {H} Credits: 4
Jennifer Guglielmo
Fall, Spring, Variable

HST 278 Colloquium: Decolonizing U.S. Women's History

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 colonialism, emancipation from slavery, racial segregation and exclusion, industrial and neoliberal capitalism, imperialism, mass migration, feminism, civil rights, and a range of freedom movements in the 19th and 20th centuries. Enrollment limited to 18. {H} Credits: 4
Jennifer Guglielmo
Alternate Years, Fall, Spring

HST 280gi Colloquium: Topics in United States Social History-Im/migration and Transnational Cultures

Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization and exclusion, by redefining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black 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. Enrollment limited to 18. {H} Credits: 4
Jennifer Guglielmo
Fall, Spring, Variable

HST 286 Colloquium: 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 limited to 18 {H} {S} Credits: 4
Darcy Buerkle
Alternate Years, Fall, Spring

HST 300 Seminar: Public Writing about Nationalism - A Calderwood Seminar in Public Writing

Because of its claims to define culture, economy, and politics in the modern age, nationalism has become the subject of a multidisciplinary field which offers advanced students in an array of majors a capstone opportunity to consolidate and express what they've learned. How does nationalism today continue to underwrite political projects across the world? We will take this question as a point of departure and explore how to translate complex scholarly conversations about nationalism into public discourse interventions. The work in class will focus on writing, work-shopping, and revising the assignments designed in different formats of public discourse. WI {H} Credits: 4
Sergey Glebov
Fall, Spring, Variable

HST 301 Calderwood Seminar: Writing about Twentieth-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-twentieth 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {S} Credits: 4
Marnie Anderson
Spring

HST 313ap Seminar: Topics in East Asian History-Remembering the Asia-Pacific War

Examines recent historical controversies over World War II in East Asia, also known as the Asia-Pacific War. Focuses on the Japanese empire and includes studies of government policies, narratives of life on the homefront and in the colonies, and the critical transition from a ""hot"" war to the Cold War. Topics include war crimes, total war, "Comfort Women," atomic bombs, and biological warfare. There are no specific disciplinary prerequisites, but the course is well-suited for juniors and seniors with a background in History or East Asian Studies. Although the course focuses on East Asia, students are welcome to research other theaters of the war. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} Credits: 4
Marnie Anderson
Fall, Spring, Variable

HST 343tr Seminar: Topics-Problems in World History-Twentieth-Century Revolutions

This seminar provides students with an introduction to the problem of "revolution" in twentieth-century world history. In doing so, the course will comparatively examine a number of revolutionary contexts, including the Soviet Union, Algeria, Iran, and black radical politics in Africa and its diaspora. Throughout the course, we will thus question the complex interplay between the theorizing of revolution and the lived, historical experiences on the ground. Moreover, key to the course will be the students' completion of their own primary-source driven research project on a topic of their choosing connected to the course theme. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} Credits: 4
Jeffrey Ahlman
Fall, Spring, Variable

HST 355gw Seminar: Topics in Social History-Gender and the Aftermath of War in the Twentieth Century

In this course, we focus on the work of reconstruction, recovery and memorialization in the aftermath of war and consider how that work interacted with gendered experience. Primary questions will include: Was the aftermath of war as gender-specific as war experience itself? What role did women take in postwar recoveries? How was the aftermath of war reflected in cultural production through fiction, film and visual art in the twentieth century? Primary focus will be on Europe, but students can expect to actively engage with the transnational effects and sources. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {S} Credits: 4
Darcy Buerkle
Fall, Spring, Variable

HST 371rs Seminar: Topics in 19th Century United States History-Remembering Slavery: A Gendered Reading of the WPA 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} Credits: 4
Elizabeth Pryor
Fall, Spring, Variable

HST 383dw Seminar: Topics-Research in U.S. Women's History-Domestic Worker Organzing

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} Credits: 4
Jennifer Guglielmo
Fall, Spring, Variable

HST 383pc Seminar: Research in U.S. Women's History-Researching People of Color at Smith College

The history of students of color at Smith College. Draws from readings about African American, Latinx, Asian American, Indigenous, international and other students of color in higher education. Explores the Smith College archives for documents, ephemera and oral histories. Students also familiarize themselves with archival materials compiled by student activists and scour The Sophian (Smith's weekly newspaper) to uncover the histories of racial policy, racism, community-building, social justice and activism at Smith College. Students work to produce one original academic project such as a podcast, a digital timeline, another digital humanities project or a traditional research paper. {H} Credits: 4
Elizabeth Pryor
Fall, Spring, Variable

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
Kate Todhunter
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. Limited to History majors; permission of instructor required. Credits: 4
Jeffrey Ahlman
Annually, Fall, Spring

HST 400 Special Studies

By permission of the department. Credits: 4
Members of the department
Annually, Fall, Spring

HST 430D Honors Thesis

This is a full-year course. Credits: 4
Members of the department
Annually, Fall, Spring

HST 431 Honors Thesis

This is a full-year course. Credits: 8
Members of the department
Fall

HST 580 Special Problems in Historical Study

Arranged individually with graduate students. Credits: 4
Members of the department
Annually, Fall, Spring

HST 590 Research and Thesis
Credits: 4
Members of the department
Annually, Fall, Spring

HST 590D Research and Thesis
This is a full-year course. Credits: 8
Members of the department
Annually, Fall, Spring

Crosslisted Courses

AFR 203 Colloquium: The Black Archive
See course listing in Africana Studies for full curricular details.

AMS 227 Trade and Theft in Early America
See course listing in American Studies for full curricular details.

AMS 229 Native New England
See course listing in American Studies for full curricular details.

AMS 302 Seminar: The Material Culture of New England, 1630–1860
See course listing in American Studies for full curricular details.

ARX 340 Seminar: Taking the Archives Public
See course listing in Archives Concentration Program for full curricular details.

FYS 154 The World of Anna Karenina
See course listing in First-Year Seminar for full curricular details.

FYS 183 Geisha, Wise Mothers, and Working Women
See course listing in First-Year Seminar for full curricular details.

JUD 284 Colloquium: The Lost World of East European Jewry, 1750-1945
See course listing in Jewish Studies for full curricular details.

JUD 287 The Holocaust
See course listing in Jewish Studies for full curricular details.

JUD 288 History of Israel
See course listing in Jewish Studies for full curricular details.

JUD 362yl Seminar: Topics in Jewish Studies-Yiddishland
See course listing in Jewish Studies for full curricular details.

LAS 201br Colloquium in Latin American Studies: Banana Republics—Crops and Capitalism
See course listing in Latin American Studies for full curricular details.

LAS 260 (L) Colonial Latin America, 1492–1821
See course listing in Latin American Studies for full curricular details.

MES 213 Colloquium: Sex and Power In The Middle East
See course listing in Middle East Studies for full curricular details.

MES 244 Colloquium:Thinking Revolution: Histories of Revolt in the Modern Middle East
See course listing in Middle East Studies for full curricular details.

REL 223 Modern Jews: A Global Diaspora
See course listing in Religion for full curricular details.

SWG 270 Colloquium: Oral History and Lesbian Subjects
See course listing in Study of Women and Gender for full curricular details.

History of Science and Technology

Advisers
Robert Dorit, Ph.D. [§2], Professor of Biological Sciences
Nathanael Alexander Fortune, Ph.D. [†2], Professor of Physics
Douglas Lane Patey, Ph.D. [**1], Professor of English Language and Literature
Jeffry Lee Ramsey, Ph.D. [**1], Associate Professor of Philosophy, Director
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: A basis course in the history of science and technology (usually a relevant FYS, HSC207/ENG207 or PHI211), two courses in the natural or mathematical sciences, and three courses in the field of history of science and technology chosen in consultation with the student's minor adviser. 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 science and technology are urged to consult with their advisers as early as possible.

Courses

HSC 207/ENG 207 The Technology of Reading and Writing

Offered as ENG 207 and 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
Douglas Patey
Alternate Years, Fall, Spring

Crosslisted Courses

ANT 135/ ARC 135 Introduction to Archaeology

See course listing in Anthropology for full curricular details.

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

See course listing in Anthropology for full curricular details.

ANT 229 Africa and the Environment

See course listing in Anthropology for full curricular details.

ANT 248 Medical Anthropology

See course listing in Anthropology for full curricular details.

FYS 155 Housing In/Justice and Tiny House Dreams

See course listing in First-Year Seminar for full curricular details.

HST 227mm Colloquium: Topics in Medieval European History-Magic in the Middle Ages

See course listing in History for full curricular details.

PHI 238 Environmental Philosophy

See course listing in Philosophy for full curricular details.

SWG 267 Queer Ecologies: Considering the Nature of Sexualized Identities

See course listing in Study of Women and Gender for full curricular details.

Jewish Studies

Justin Daniel Cammy, Ph.D. **[2], Professor of Jewish Studies and Comparative Literature
Joanna Caravita, Ph.D., Five College Lecturer in Hebrew
Sari Fein, Ph.D. Lecturer

Jewish Studies Advisory Committee
Ernest Benz, Ph.D., Associate Professor of History
Silvia Berger, Ph.D., Senior Lecturer in Spanish and Portuguese
Justin Daniel Cammy, Ph.D. **[2], Professor of Jewish Studies and Comparative Literature, Chair
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

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

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 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 atsmith.edu/jud.

Adviser for Study Away: Justin Cammy

Courses

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
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
Spring

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
Fall, Spring, Variable

JUD 115tt What Matters: Thinking Through Jewish Studies
This topics course explores pressing questions at the heart of Jewish Studies from multiple theoretical, historical, political, cultural and artistic perspectives. 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. Repeatable with a different topic. S/U only. {H} {L} Credits: 1
Members of the department
Fall, Spring, Variable

JUD 125/ REL 125 The Jewish Tradition
Offered as REL 125 and JUD 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
Lois Dubin
Annually, Fall, Spring

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. Credits: 2
Members of the department
Fall, Spring, Variable

JUD 214/ 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. {H} Credits: 4
Sari Fein
Fall, Spring, Variable

JUD 217 Motherhood in Early Judaism
How did early Jewish communities imagine mothers, and what does this reveal about communal ideas of gender, family, and identity in early Judaism? This course considers various manifestations of mothers in early Judaism through exploration of such literary sources as the Bible, rabbinic literature, and the pseudepigrapha, as well as artifacts from material culture such as Aramaic incantation bowls, synagogue wall paintings, and other archeological evidence. No prior knowledge of Judaism is expected (E). {A} {L} Credits: 4
Sari Fein
Alternate Years

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
Fall, Spring, Variable

JUD 230/ENG 230 American Jewish Literature

Offered as JUD 230 and 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
Members of the department
Alternate Years, Fall, Spring

JUD 235/ MES 235 Perspectives on the Arab-Israel Conflict

Offered as JUD 235 and 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
Justin Daniel Cammy
Alternate Years, Fall, Spring

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. {A} {L} Credits: 4
Members of the department
Fall, Spring, Variable

JUD 260 Colloquium: Yiddish Literature and Culture

Why did Yiddish, the everyday language of Jews in east Europe and beyond, so often find itself at the bloody crossroads of art and politics? From dybbuks and shlemiels to radicals and revolutionaries, the course explores Yiddish stories, drama, and film as sites for social activism, ethnic and gender performance, and artistic experimentation in Europe, the Soviet Union, and the Americas. How did post-Holocaust engagements with Yiddish memorialize a lost civilization and forge an imagined homeland defined by language and culture rather than borders? All texts in translation. No prerequisites. Enrollment limited to 18. {L} Credits: 4
Members of the department
Alternate Years, Fall, Spring

JUD 263 The Jewish Graphic Novel

Traces the history of major antecedents to the graphic novel and related works, including illustrated books, journalistic cartoons, and comics and sequential art. Topics include Jewish secularism; Yiddish theatre and literature; comic strips; comic books; editorial and magazine cartoons; book, magazine, and other forms of illustration; and a range of Jewish graphic novels, primarily from the United States, Canada, and Israel, with some consideration of creators and publications from Europe and the Middle East. {A} {L} Credits: 4
Members of the department
Spring

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
Members of the department
Fall, Spring, Variable

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
Ernest Benz, Justin Daniel Cammy
Alternate Years, Fall, Spring

JUD 288 History of Israel

Looking to make better sense of today's headlines? A historical survey of the State of Israel, from the 19th-century origins of Zionism to the present. Competing interpretations of Israel's 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 Judaism, Palestine, Europe and the Middle East. Open to students at all levels. {H} Credits: 4
Members of the department
Fall, Spring, Variable

JUD 362yl Seminar: Topics in Jewish Studies-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. The seminar includes a course field trip to Poland over March break. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {L} Credits: 4
Justin Daniel Cammy
Fall, Spring, Variable

JUD 362yp Seminar: Topics in Jewish Studies- The Last Great Yiddish Poet

"What Will Remain?," asks 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {L} Credits: 4
Justin Daniel Cammy
Fall, Spring, Variable

JUD 400 Special Studies
Advanced research or language study, conducted by a faculty member in Jewish studies. Credits: 4
Members of the department
Annually, Fall, Spring

JUD 430D Honors Project
Full-year course offered each year. Credits: 8 for year-long course. Credits: 4
Members of the department
Annually, Fall, Spring

Crosslisted Courses

FYS 117 The Bible and the American Public Square
See course listing in First-Year Seminar for full curricular details.

FYS 186 Israel through Literature and Film
See course listing in First-Year Seminar for full curricular details.

GER 231nm Topics in German Cinema-Nazi Film
See course listing in German Studies for full curricular details.

GOV 248 The Arab-Israeli Dispute
See course listing in Government for full curricular details.

HST 243 Colloquium: Reconstructing Historical Communities
See course listing in History for full curricular details.

HST 246 Colloquium: Memory and History
See course listing in History for full curricular details.

REL 112 Introduction to the Bible I
See course listing in Religion for full curricular details.

REL 201 Colloquium: Ritual-Performance and Paradoxes
See course listing in Religion for full curricular details.

REL 211 What Is the Good Life? Wisdom from the Bible
See course listing in Religion for full curricular details.

REL 213 Social Justice in the Hebrew Bible
See course listing in Religion for full curricular details.

REL 223 Modern Jews: A Global Diaspora
See course listing in Religion for full curricular details.

REL 310is Seminar: Hebrew Bible-Why Do the Innocent Suffer?
See course listing in Religion for full curricular details.

SPN 246jl Topics in Latin American Literature and Culture-Through the Jewish Lens: A Latin American Story
See course listing in Spanish and Portuguese for full curricular details.

WLT 277 Jewish Fiction
See course listing in World Literatures for full curricular details.

WLT 218 Holocaust Literature
See course listing in World Literatures for full curricular details.

Journalism Concentration

Advisory Committee

Naila Moreira, Concentration Director, Jacobson Center for Writing, Teaching and Learning
Carrie N. Baker, Sylvia Dlugasch Bauman Professor of American Studies and Professor of the Study of Women & Gender [**1]
Ben Baumer, Associate Professor of Statistical & Data Sciences [†2]
Ibtissam Bouachrine, Professor of Spanish & Portuguese [†1]
Anaiis Cisco, Assistant Professor of Film & Media Studies
Brent Durbin, Associate Professor of Government [**1, *2]
Jonathan Gosnell, Professor of French Studies
Alexandra Keller, Professor of Film & Media Studies
Paul Joseph López Oro, Assistant Professor of Africana Studies
Timothy Recuber, Assistant Professor of Sociology
Steve Waksman, Professor of Music

The Journalism Concentration enables students to develop journalistic skills as well as attend to their role as public writers in their field(s) of study. Through interdisciplinary intellectual inquiry inside the classroom and practical internship experiences, students explore the fundamental role of high-quality journalism: writing for the public that leverages in-depth research and reportage, clear-headed analysis, and the inclusion of different points of view. Students build a journalistic portfolio, learning to read closely, interview sources effectively, synthesize information accurately, and express it clearly and gracefully. Students also examine the contemporary media landscape, ethics and representation, and the place of journalism in society. The journalism concentration connects students with public writers at Smith and beyond, as well as to the resources and expertise of the Jacobson Center for Writing, Teaching and Learning and of the college's other centers. Journalism Concentrators have the opportunity to interface with Five College, alum and regional journalists and faculty researchers, and design their path in consultation with a faculty advisor. The concentration encourages a practice that is global in perspective and takes advantage of study abroad experiences.

Requirements

The journalism concentration is open to any student by application (see smith.edu/academics/journalism for deadlines and application process). The journalism concentration has five requirements:

1. **Gateway Course:** Students must complete JNX 150, a 1-credit, guest-lecture driven introduction to the concentration and practice of journalism.
2. **Core Course:** Students will complete ENG 136: Journalism: Principles and Practice as an introduction to journalistic tools (reporting, writing, revision, sourcing, and interviewing) and ethical practice.
3. **Academic Electives** (three courses): In consultation with their advisers, students choose three courses from among the many courses offered across the institution.
4. **Practicum:** The concentration requires students to complete two internships or practical experiences, totaling at least 100 hours of work each and approved by the academic adviser. International experiences are encouraged.
5. **Capstone Course:** The JNX 350 capstone gives students the opportunity to put methodology into practice in an extended self-directed but faculty-guided project, to be completed in a student's final year of study.

Courses

JNX 150 The Journalistic Impulse

As the Gateway course for the Journalism Concentration, this course introduces students to journalism as a profession. It uses the personal as the lens through which to survey the field. The course covers basics of the profession, such as the role of journalism in a democracy, the lifecycle of a story (where it starts, how it develops), and the anatomy of a story (what counts as a journalistic story, how journalistic stories are constructed). In addition, the course invites working journalists as guest lecturers, enabling students to read, hear and discuss journalism from representative contemporary areas of the journalism enterprise. Credits: 1
Annually, Fall, Spring

Crosslisted Courses

ENG 135 Introduction to Writing Creative Nonfiction

See course listing in English Language and Literature for full curricular details.

ENG 136 Journalism: Principles and Practice

See course listing in English Language and Literature for full curricular details.

Landscape Studies

Steven T. Moga, Ph.D. [†2], Associate Professor of Landscape Studies, Chair
Reid W. Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies

Associated Faculty
Andrew Guswa, Ph.D. [*2], Professor of Engineering
Alice L. Hearst, Ph.D., J.D., Professor of Government
Barbara A. Kellum, Ph.D., Professor of Art
Douglas Patey, Ph.D. [**1], Professor of English Language and Literature
Jesse Bellemare, Ph.D. [*2], Associate Professor of Biological Sciences
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Elisa Kim, M.Arch., Assistant Professor of Art
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 250 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 electives 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

Courses

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
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
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 limited to 10. Credits: 1
Fall, Spring, Variable

LSS 200 Colloquium: 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. Can be taken twice for credit. Enrollment limited to 15. {A} {S} Credits: 2
Spring

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 environmentalists, among other advocates and interested parties. Organized thematically and supplemented by readings in urban theory and related fields, the course tackles questions of how

urban places are made, why different cities look and feel the way they do, and who shapes the city. Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. {A} {H} {S} Credits: 4
Fall, Spring, Variable

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
Spring

LSS 245 Place Frames: Photography As Method In Landscape Studies

Photography and landscape are intertwined. Scholars, design professionals, artists, and journalists 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 limited to 15. {A} {S} Credits: 4
Fall, Spring, Variable

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 ARU majors. Enrollment limited to 14. {A} {S} Credits: 4
Fall, Spring, Variable

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
Fall, Spring, Variable

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. Enrollment limited to 12. {A} Credits: 4
Fall, Spring, Variable

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. {A} {S} Credits: 4
Fall, Spring, Variable

LSS 315 Seminar:Urban Ecological Design

This 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, conceptions of urban nature and "design with nature." Topics may include sea-level rise; urban infrastructures; access to parks and open spaces; the combined sewer overflow problem; and heat, health, and urban forestry. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {N} {S} Credits: 4
Fall, Spring, Variable

ARS 389/ LSS 389 Broad-Scale Design and Planning Studio

Offered as LSS 389 and 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. Previous studio experience and two architecture and /or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. Instructor permission required. {A} Credits: 4
Fall, Spring, Variable

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: 4
Fall, Spring

Crosslisted Courses

AMS 201 Introduction to American Studies
See course listing in American Studies for full curricular details.

AMS 202 Methods in American Studies
See course listing in American Studies for full curricular details.

AMS 302 Seminar: The Material Culture of New England, 1630–1860
See course listing in American Studies for full curricular details.

ANT 200 Colloquium: Research Methods in Anthropology
See course listing in Anthropology for full curricular details.

ANT 221 Thinking From Things: Method, Theory and Practice in Archaeology
See course listing in Anthropology for full curricular details.

ANT 236 Economy, Ecology and Society
See course listing in Anthropology for full curricular details.

ANT 249 Visual Anthropology
See course listing in Anthropology for full curricular details.

ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature
See course listing in Anthropology for full curricular details.

ARS 163 Drawing I
See course listing in Art for full curricular details.

ARS 264 Drawing II
See course listing in Art for full curricular details.

ARS 266 Painting I
See course listing in Art for full curricular details.

ARS 280 Introduction to Architectural Design Studio: Analog Processes - Ground
See course listing in Art for full curricular details.

BIO 122 Horticulture: Botany for Gardeners
See course listing in Biological Sciences for full curricular details.

BIO 123 Horticulture: Botany for Gardeners Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 125 Plants in the Landscape Practicum
See course listing in Biological Sciences for full curricular details.

BIO 130 Biodiversity, Ecology and Conservation
See course listing in Biological Sciences for full curricular details.

BIO 131 Research in Biodiversity, Ecology, and Conservation
See course listing in Biological Sciences for full curricular details.

BIO 266 Ecology: Principles and Applications
See course listing in Biological Sciences for full curricular details.

BIO 267 Ecology: Principles and Applications Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 268 Marine Ecology
See course listing in Biological Sciences for full curricular details.

BIO 269 Marine Ecology Laboratory
See course listing in Biological Sciences for full curricular details.

CCX 120 Community-Based Learning: Ethics and Practice
See course listing in Community Engagement and Social Change Concentration Program for full curricular details.

ECO 224 Environmental Economics
See course listing in Economics for full curricular details.

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources
See course listing in Economics for full curricular details.

EGR 100ee Topics: Engineering for Everyone-Energy and the Environment
See course listing in Engineering for full curricular details.

EGR 315 Seminar: Ecohydrology
See course listing in Engineering for full curricular details.

ENG 199 Methods of Literary Study
See course listing in English Language and Literature for full curricular details.

ENG 238 What Jane Austen Read: The 18th-Century Novel
See course listing in English Language and Literature for full curricular details.

ENV 101 Sustainability and Social-Ecological Systems
See course listing in Environmental Science and Policy for full curricular details.

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature
See course listing in First-Year Seminar for full curricular details.

FRN 230bl Colloquium: Topics in French Studies- Banlieue Lit
See course listing in French Studies for full curricular details.

GEO 101 Introduction to Earth Processes and History
See course listing in Geosciences for full curricular details.

GEO 102 Exploring the Local Geologic Landscape
See course listing in Geosciences for full curricular details.

GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future
See course listing in Geosciences for full curricular details.

GEO 106 Extraordinary Events in the History of Earth, Life and Climate
See course listing in Geosciences for full curricular details.

ENV 150/ GEO 150 Mapping our World: An Introduction to Geographic Information Systems
See course listing in Geosciences for full curricular details.

GEO 251 Geomorphology
See course listing in Geosciences for full curricular details.

HST 150 The Historian's Craft
See course listing in History for full curricular details.

IDP 109 Aerial Imagery and Cinematography
See course listing in Inter/Extradepartmental IDP for full curricular details.

IDP 316 [Critical] Design Thinking Studio
See course listing in Inter/Extradepartmental IDP for full curricular details.

PHI 238 Environmental Philosophy
See course listing in Philosophy for full curricular details.

SOC 203 Qualitative Methods
See course listing in Sociology for full curricular details.

POR 220mb Topics in Portuguese and Brazilian Literature and Culture-Mapping Brazilian Culture onto an Urban Grid
See course listing in Spanish and Portuguese for full curricular details.

Latin American and Latino/a Studies

Latin American and Latino/a Studies Steering Committee
Michelle Joffroy, Ph.D., Associate Professor of Spanish
Dana Leibsohn, Ph.D. [**1, *2], Alice Pratt Brown Professor of Art
Javier Puente, Ph.D., Associate Professor of Latin American Studies, Chair

Latin American and Latino/a Studies Program Committee
Ginetta Candelario, Ph.D. [†1], Professor of Sociology
Velma E. Garcia, Ph.D., Professor of Government
Maria Estela Harretche, Ph.D., Professor of Spanish
Michelle Joffroy, Ph.D., Associate Professor of Spanish
Marguerite I. Harrison, Ph.D. [†1], Professor of Portuguese and Brazilian Studies
Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology
Malcolm Kenneth McNee, Ph.D., Associate Professor of Portuguese and Brazilian Studies
Javier Puente, Ph.D., Associate Professor of Latin American and Latino/a Studies
Maria Helena Rueda, Ph.D. [*1], Professor of Spanish
Lester Tomé, Ph.D. [*2], Associate Professor of Dance

The Major in Latin American Studies

The major builds upon core interdisciplinary work in Latin American Studies and a commitment to work in Spanish and/or Portuguese. Building on the strength of this core, students will follow a program of studies related to Spanish-speaking America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history literature, and sociology, through courses offered in affiliated departments and programs. Given the importance of Latino/a studies within the field of Latin American Studies, majors are required to take at least one course in this field. LALS emphasizes student-adviser mentoring partnerships to chart an appropriate curricular path through the major based on students' academic and co-curricular interests.

The major in Latin American and Latino/a Studies requires 10 semester-long courses (40 credits):

Basis: LAS 15 Other Core Requirements: LAS 250 and LAS 310

All students must also complete seven electives:

- Two humanities courses (e.g., literary studies, historical studies, cultural studies) in Spanish or Portuguese; normally these will be at the 200-level [8 credits]
- 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 advisers, 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 S/U grading option is not allowed for courses counting towards the major, except for these (pandemic) exceptions: all relevant classes taken in the spring of 2020, which were graded S/U by the College, will count towards the major; and, 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 America or other relevant locations with connections to their major or minor 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: Michelle Joffroy

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

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. All students must complete three core courses:

- One course in the history of Latin America 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: Capstone

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 (ANT, ECO, GOV, SOC, HST)
- At least one course in the humanities/arts, normally at the 200-level (ARH, CLT, DAN, ENG, SPN, THE)

Students may count one course in Latino/a studies from another Five College institution toward the minor.

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.

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: Michelle Joffroy

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.

Courses

LAS 150 Introduction to Latin American 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
Members of the department
Fall

LAS 201br Colloquium: Topics in Latin American Studies: Banana Republics—Crops and Capitalism
This colloquium explores the socio-environmental 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 GMOs and the centrality of Mexican maize. {H} {S} Credits: 4
Javier Puente
Fall, Spring, Variable

LAS 250 Colloquium: Knowing Latin America: Ethics, Methods and Debates
In this course, students explore current perspectives central to the field of Latin American Studies, focusing on ethical and methodological questions—as they relate to research, publication, academia and activism. Students will read broadly in the humanities, social and natural sciences, developing a solid foundation for evaluating, contextualizing and applying current trends within Latin American Studies. Case studies illustrate 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
Annually, Fall, Spring

LAS 291 Colloquium: Decolonize This Museum?
What does it mean to de-colonize a museum? How does such work happen, and who actually does the "decolonizing?" With these questions as guide, this class considers Latin American museums--of art, natural history, local and other histories--through comparative lenses. Decolonizing conversations are taking place in many parts of the world, and so this course addresses Latin American and Latinx projects in relation to those taking place in Africa and the Pacific Islands, in western Europe and North America. Independent research projects will figure prominently; recommended: at least one class in Latin American and Latino/a Studies, art history, anthropology. {A} {H} {S} Credits: 4
Members of the department
Fall, Spring, Variable

LAS 301ae Seminar: Topics in Latin American and Latino/a Studies-Contesting Space: Art, Ecology, Activism
What do artists have to say to activists and scientists? Students in this seminar will immerse in case studies drawn from Latin American and Latinx geographies (1970s to the present) to explore the promises and pitfalls of cultural experiments across boundaries of knowledge-making in art, ecology and activism. We will work with a range of public culture technologies--including digital storytelling, social and print media--to illuminate these "activist ecologies" for diverse publics outside academia. Open to juniors and seniors of any major. Some background in the study of the Latinx/Latin America(s) required. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {A} {H} {S} Credits: 4
Members of the department
Fall, Spring, Variable

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 methologies 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. Credits: 4
Members of the department
Spring

LAS 400 Special Studies
Credits: 4
Members of the department
Annually, Fall, Spring

LAS 404 Special Studies
Credits: 4
Members of the department
Annually, Fall, Spring

LAS 430D Honors Project
Credits: 8
Members of the department
Annually, Fall, Spring

LAS 431 Honors Project
Credits: 8
Members of the department
Annually, Fall, Spring

Crosslisted Courses

AFR 111 Introduction to Black Culture
See course listing in Africana Studies for full curricular details.

AFR 202bq Colloquium: Topics in Africana Studies-Black Queer Diaspora
See course listing in Africana Studies for full curricular details.

AFR 289 Colloquium: Race, Feminism and Resistance in Movements for Social Change
See course listing in Africana Studies for full curricular details.

AFR 399 Seminar: Black Latin Americas-Movements, Politics & Cultures
See course listing in Africana Studies for full curricular details.

ANT 226 Archaeology of Food
See course listing in Anthropology for full curricular details.

ANT 237 Monuments, Materials and Models: The Archaeology of South America
See course listing in Anthropology for full curricular details.
ANT 269 Indigenous Cultures and the State in Mesoamerica

See course listing in Anthropology for full curricular details.

ARH 204 Inkas, Aztecs and Their Ancestors
See course listing in Art for full curricular details.

ARH 207 Translating New Worlds
See course listing in Art for full curricular details.

ARH 280cv Colloquium: Topics in Art Historical Studies-Visual Culture and Colonization
See course listing in Art for full curricular details.

ARH 352vc Seminar: Topics in Art History-Visual Culture and Colonization
See course listing in Art for full curricular details.

DAN 149 Salsa Dance I
See course listing in Dance for full curricular details.

DAN 244 Tango II
See course listing in Dance for full curricular details.

DAN 377sa Topics in Advanced Studies in History and Aesthetics-Salsa in Theory and Practice
See course listing in Dance for full curricular details.

FYS 110 A Century of Revolutions in Latin America
See course listing in First-Year Seminar for full curricular details.

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature
See course listing in First-Year Seminar for full curricular details.

FYS 170 #BlackLivesMatterEverywhere: Ethnographies & Theories on the African Diaspora
See course listing in First-Year Seminar for full curricular details.

GOV 226 Latin American Political Systems
See course listing in Government for full curricular details.

GOV 237 Colloquium: Politics of the U.S./Mexico Border
See course listing in Government for full curricular details.

GOV 239 Social Justice Movements in Latin America
See course listing in Government for full curricular details.

GOV 307lp Seminar: Topics in American Government: Latinos the Politics of Immigration in the U.S.
See course listing in Government for full curricular details.

HST 280gi Colloquium: Topics in United States Social History-Im/migration and Transnational Cultures
See course listing in History for full curricular details.

SOC 214 Sociology of Hispanic Caribbean Communities in the United States
See course listing in Sociology for full curricular details.

POR 125 Elementary Portuguese for Spanish Speakers
See course listing in Spanish and Portuguese for full curricular details.

POR 201 Brazilian Art Inside and Out
See course listing in Spanish and Portuguese for full curricular details.

POR 202 Barriers to Belonging: Youth in Brazilian Film
See course listing in Spanish and Portuguese for full curricular details.

POR 212/ WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World
See course listing in Spanish and Portuguese for full curricular details.

POR 228 Indigenous Brazil: Past, Present and Future
See course listing in Spanish and Portuguese for full curricular details.

POR 229 Brazil for All Seasons
See course listing in Spanish and Portuguese for full curricular details.

POR 232 Popular Music, Nationhood and Globalization in the Portuguese-Speaking World
See course listing in Spanish and Portuguese for full curricular details.

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity
See course listing in Spanish and Portuguese for full curricular details.

POR 381fw Seminar: Topics in Portuguese and Brazilian Studies-Multiple Lenses of Marginality: New Brazilian Filmmaking by Women
See course listing in Spanish and Portuguese for full curricular details.

SPN 230cv Topics in Latin American and Peninsular Culture and Society-Climate Voices
See course listing in Spanish and Portuguese for full curricular details.

SPN 230dm Topics in Latin American and Peninsular Culture and Society-Domestica
See course listing in Spanish and Portuguese for full curricular details.

SPN 240ar Topics From Page to Stage-Argentina 2000-18: Searching from the Stage
See course listing in Spanish and Portuguese for full curricular details.

SPN 240mj From Page to Stage: Mujeres de Artes Tomar
See course listing in Spanish and Portuguese for full curricular details.

SPN 246cw Topics in Latin American Literature and Culture-City in Words and Colors
See course listing in Spanish and Portuguese for full curricular details.

SPN 246jl Topics in Latin American Literature and Culture-Through the Jewish Lens: A Latin American Story
See course listing in Spanish and Portuguese for full curricular details.

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature
See course listing in Spanish and Portuguese for full curricular details.

SPN 373ds Seminar: Topics in Cultural Movements in Spanish America-Defiant Screens: Latin American Cinema After Neoliberalism
See course listing in Spanish and Portuguese for full curricular details.

SPN 373pl Seminar: Topics in Cultural Movements in Spanish America-Embodied Politics in Latin American Films
See course listing in Spanish and Portuguese for full curricular details.

SPN 375 Seminar: ARTivism: Staging Political Memories
See course listing in Spanish and Portuguese for full curricular details.

Linguistics

Shannon Audley, Ph.D., Associate Professor of Education and Child Studies, Director

Advisers

Nalini Bhushan, Ph.D., Professor of Philosophy
Craig R. Davis, Ph.D. [**1], Professor of English Language of Literature
Sandra Digruber, Ph.D., Lecturer, Department of German and Italian
Jay Lazar Garfield, Ph.D. [†2], Professor of Philosophy
Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and World Literatures
Douglas Lane Patey, Ph.D. [**1], Professor of English Language and Literature
Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Jamie Macbeth, Ph.D. [*2], Associate Professor of Computer Science
Brianna McMillan, Ph.D. [*2], Assistant Professor of Psychology
Miranda McCarvel, Ph.D., Lecturer in the Jacobson Center
Judith Keyler-Mayer, Senior Lecturer, German Studies
Cristina Valencia Mazzanti, Ph.D., Assistant Professor of Education and Child Study

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. 1. Basis: PHI 236 Linguistics Structures (or its equivalent at the Five Colleges e.g. LING 201 at UMass.)
2. 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. 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.

Crosslisted Courses

CLS 150 Roots: Greek and Latin Elements in English

See course listing in Classical Languages and Literature for full curricular details.

EAL 240 Japanese Language and Culture

See course listing in East Asian Languages and Cultures for full curricular details.

EDC 212 Linguistics for Educators

See course listing in Education and Child Study for full curricular details.

EDC 311 Rethinking Equity and Teaching for English Language Learners

See course listing in Education and Child Study for full curricular details.

EDC 331 Seminar: The Stories Children Tell

See course listing in Education and Child Study for full curricular details.

EDC 338 Children Learning to Read

See course listing in Education and Child Study for full curricular details.

ENG 170 History of the English Language

See course listing in English Language and Literature for full curricular details.

ENG 210 Old English

See course listing in English Language and Literature for full curricular details.

ENG 207/ HSC 207 The Technology of Reading and Writing

See course listing in English Language and Literature for full curricular details.

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation?

See course listing in First-Year Seminar for full curricular details.

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

See course listing in Italian Studies for full curricular details.

PHI 213/ PSY 213 Colloquium: Language Acquisition

See course listing in Psychology for full curricular details.

PSY 313cl Seminar: Topics in Psycholinguistics-Child Language Assessment

See course listing in Psychology for full curricular details.

Marine Science and Policy

Marine Science and Policy Advisers
Paulette M. Peckol, Ph.D. **2, Professor of Biological Sciences, Co-Chair
L. David Smith, Ph.D. **1, Professor of Biological Sciences, Co-Chair
Sara B. Pruss, Ph.D. †2, Professor of Geosciences
Bosiljka Glumac, Ph.D. **2, 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.

Crosslisted Courses

BIO 260 Invertebrate Diversity
See course listing in Biological Sciences for full curricular details.

BIO 268 Marine Ecology
See course listing in Biological Sciences for full curricular details.

BIO 269 Marine Ecology Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 366 Biogeography
See course listing in Biological Sciences for full curricular details.

BIO 390cb Seminar: Topics in Environmental Biology-Investigations in Conservation Biology
See course listing in Biological Sciences for full curricular details.

ECO 224 Environmental Economics
See course listing in Economics for full curricular details.

GEO 231 Invertebrate Paleontology and the History of Life
See course listing in Geosciences for full curricular details.

GEO 334 Carbonate Sedimentology
See course listing in Geosciences for full curricular details.

Mathematical Sciences

Professors
Ileana Streinu, Ph.D. [**2] (Computer Science)
Pau Atela, Ph.D.
Christophe Golé, Ph.D.
Julianna S. Tymoczko, Ph.D.
Luca Capogna, Ph.D., Chair
Becca Thomases, Ph.D.

Associate Professors
Rajan Mehta, Ph.D. [†1]
Candice Price, Ph.D. [†1]
Patricia Renate Cahn, Ph.D. [**1]

Assistant Professors
Geremías Polanco, Ph.D.

Lecturers
Jennifer Beichman, Ph.D.
Daniel Schultheis, Ph.D.

Visiting Assistant Professors
Xavier Ramos Olive, Ph.D.
Postdoctoral Fellow
Robin Belton, Ph.D.

Research Associates
Sarah-Marie Belcastro, Ph.D.
Catherine McCune, Ph.D.
Anne Schwartz, Ph.D.

The Major

Advisers: Pau Atela, Jennifer Beichman, Patricia Cahn, Luca Capogna, Christophe Golé, Rajan Mehta, Geremías Polanco, Candice Price, Daniel Schultheis, Becca Thomases, Julianna Tymoczko

Adviser for Study Abroad: Christophe Golé

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 SDS 220, MTH 246, MST 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 SDS 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 Major in Mathematical Statistics

Advisers: Benjamin Baumer (SDS), Jennifer Beichman (MTH), Julianna Tymoczko (MTH), Albert Y. Kim (SDS)

The major in mathematical statistics (MST) is designed to prepare students for graduate study in statistics and closely-related disciplines (e.g., biostatistics). The MST major overlaps with the major in Statistical & Data Sciences (SDS), but places a heavier emphasis on the theoretical development of statistics. MST majors will develop sophisticated mathematical skills to prepare for rigorous future study. The MST major also overlaps with the major in Mathematical Sciences (MTH), but focuses on statistics and replaces the algebra requirement with a computing requirement.

A student majoring in MST cannot have a second major in either SDS or MTH. Students contemplating a double major in MTH and SDS should choose to major in MST.

Requirements:

1. Mathematical Foundations (3 courses): The following required courses build foundational mathematical skills.
   - MTH 153: Introduction to Discrete Mathematics
   - MTH 211: Linear Algebra
   - MTH 212: Calculus III
2. Statistical Foundations (2 courses): These courses develop a strong foundation in applied statistics.
   - SDS 201 or SDS 220: Introduction to Statistics
   - SDS 291: Multiple Regression
3. Statistics Depth (1 course): Choose one additional course that provides exposure to additional statistical models.
   - SDS 290: Research Design and Analysis
   - SDS 293: Modeling for Machine Learning
   - SDS 390: Topics in Statistical and Data Sciences
4. Mathematics Depth (1 course): Choose one rigorous course in theoretical mathematics.
   - MTH 280: Advanced Calculus
   - MTH 281: Introduction to Analysis
5. Programming (1 course): Choose one course that provides exposure to computer programming.
   - SDS 192: Introduction to Data Science
   - CSC 110: Introduction to Computer Science
   - CSC 120: Object Oriented Programming
6. Theoretical Statistics (2 courses): A two-course sequence that most directly reflects the graduate school experience.
   - MTH 246: Probability
   - MSTMTH/SDS 320: Mathematical Statistics
7. Electives: (as needed to complete 10 courses): Provided that the requirements listed above are met, other courses may be counted as electives to reach the 10 course requirement. Five College courses in statistics, mathematics, and computer science may be taken as electives. Students should consult with their adviser to determine appropriate electives.

Notes on course substitutions:

- CSC 1101 may be replaced by a 4 or 5 on the AP computer science exam.
- SDS 220 or SDS 201 may be replaced by a 4 or 5 on the AP statistics exam.
- A student may replace MTH 153, MTH 211, and/or MTH 212 with equivalent courses as approved by the MTH department.
- Replacement by AP courses does not diminish the total of 10 courses required for the major (see Electives above).
- Any one of ECO 220, GOV 203, PSY 201, or SOC 204 may directly substitute for SDS 220 or SDS 201 without the need to take another course. Note that SDS 220 and ECO 220 require Calculus. 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 catalog.

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 smith.edu/academics/mathematics-statistics.

MTH 101/ QSK 101 Math Skills Studio
Offered as MTH 101 and 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. Instructor permission required. This course does not carry a Latin Honors designation. Credits: 4
Members of the department
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
Fall

MTH 103/ QSK 103 Precalculus and Calculus Bootcamp
Offered as QSK 103 and 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. Enrollment limited to 20. S/U only. This course does not count towards the Mathematics and Statistics major. Credits: 2
Cat McCune
Fall, Spring, Variable

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
Fall, Spring

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
Fall, Spring

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
Fall, Spring

CSC 205/ MTH 205 Modeling in the Sciences
Offered as CSC 205 and 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
Ileana Streinu
Spring

EDC 206/ MTH 206 Statistical Literacy in Educational Research and Policy
Offered as EDC 206 and 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. {M} Credits: 4
Shannon Audley
Fall, Spring, Variable

MTH 211 Linear Algebra
Systems of linear equations, matrices, linear transformations, vector spaces. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Students may not receive credit for both MTH 211 and MTH 210. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. Enrollment limited to 35 students. {M} Credits: 4
Members of the department
Fall, Spring

MTH 212 Multivariable Calculus
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. It is suggested that MTH 211 be taken before or concurrently with MTH 212. {M} Credits: 4
Members of the department
Fall, Spring

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
Spring

MTH 238 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
Geremias Polanco
Fall

MTH 246 Probability
An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or permission of the instructor. {M} Credits: 4
Kaitlyn Cook
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
Alternate Years, Fall, Spring

MTH 255 Graph Theory
The course begins with the basic structure of graphs including connectivity, paths, cycles and planarity. e 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
Alternate Years, Fall, Spring

MTH 264de Topics in Applied Math-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
Fall, Spring, Variable

MTH 270ss Topics in Geometry-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. {M} Credits: 4
Members of the department
Fall, Spring, Variable

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
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
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
Fall, Spring, Variable

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. S/U only. {M} Credits: 1
Members of the department
Fall, Spring

MTH 301rs Topics in Advanced Mathematics-Research
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 MTH 153 and MTH 211 are required. {M} Credits: 3
Members of the department
Fall, Spring, Variable

MTH 320/ SDS 320 Seminar: Mathematical Statistics
Offered as MTH 320 and 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. Enrollment limited to 12. Instructor permission required. {M} Credits: 4
Members of the department
Alternate Years, Fall, Spring

MTH 333la Topics in Abstract Algebra-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. {M} Credits: 4
Members of the department
Fall, Spring, Variable

MTH 333rt Topics in Abstract Algebra-Representation Theory
Representation theory is used everywhere, from number theory, combinatorics, and topology, to chemistry, physics, coding theory, and computer graphics. The core question of representation theory is: what are the fundamentally different ways to describe symmetries as groups of matrices acting on an underlying vector space? This course will explain each part of that question and key approaches to answering it. Topics may include irreducible representations, Schur's Lemma, Maschke's Theorem, character tables, orthogonality of characters, and representations of specific finite groups. MTH 233 is helpful but not required. Prerequisite: MTH 211. {M} Credits: 4
Members of the department
Fall, Spring, Variable

MTH 353ac Seminar: Advanced Topics in Discrete Applied Math-Calderwood Seminar on Applied Algebraic Combinatorics and Mathematical Biology

Calderwood Seminar. 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M} Credits: 4

Members of the department

Fall, Spring, Variable

MTH 364pd Advanced Topics in Continuous Applied Mathematics-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

Fall, Spring, Variable

MTH 370tp Topics in Topology & Geometry-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

Fall, Spring, Variable

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: 4

Fall, Spring

MTH 430D Honors Project

Credits: 4

Annually, Fall, Spring

MTH 431 Honors Project

Credits: 8

Annually, Fall, Spring

MTH 432D Honors Project

Credits: 12

Fall, Spring

MTH 580 Graduate Special Studies

Credits: 4

Fall, Spring

STS 395M Independent Study

Credits: 4

Fall, Spring, Variable

Crosslisted Courses

EDC 206 Statistical Literacy in Educational Research and Policy

See course listing in Education and Child Study for full curricular details.

IDP 325 Art/Math Studio

See course listing in Inter/Extradepartmental IDP for full curricular details.

QSK 102 Quantitative Skills in Practice

See course listing in Inter/Extradepartmental IDP for full curricular details.

SDS 220 Introduction to Probability and Statistics

See course listing in Statistical and Data Sciences for full curricular details.

SDS 290 Research Design and Analysis

See course listing in Statistical and Data Sciences for full curricular details.

SDS 291 Multiple Regression

See course listing in Statistical and Data Sciences for full curricular details.

Medieval Studies

Advisers and Members of the Medieval Studies Council
Brigitte Buettner, Ph.D., Professor of Art
Craig R. Davis, Ph.D. [**1], Professor of English Language and Literature and Comparative Literature
Eglal Doss-Quinby, Ph.D., Professor of French Studies
Suleiman Ali Mourad, Ph.D. [*2, **2], Professor of Religion
Vera Shevzov, Ph.D., Professor of Religion
Joshua Birk, Ph.D., Associate Professor of History, Chair
Ibtissam Bouachrine, Ph.D. [†1], Professor of Spanish and Portuguese

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:
All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level. 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.

Courses

MED 404 Special Studies
Admission by permission of the instructor and the Medieval Studies Council.
Credits: 4
Annually, Fall, Spring

MED 408D Special Studies
This is a full year course. Credits: 8
Annually, Fall, Spring

MED 430D Honors Project
Credits: 4
Annually, Fall, Spring

Crosslisted Courses

LAT 100Y Elementary Latin
See course listing in Classical Languages and Literature for full curricular details.

LAT 212 Introduction to Latin Prose and Poetry
See course listing in Classical Languages and Literature for full curricular details.

LAT 330om Topics in Advanced Readings in Latin Literature I & II-Ovid's Metamorphoses
See course listing in Classical Languages and Literature for full curricular details.

ENG 200 The English Literary Tradition I
See course listing in English Language and Literature for full curricular details.

ENG 211 Beowulf
See course listing in English Language and Literature for full curricular details.

ENG 283 Victorian Medievalism
See course listing in English Language and Literature for full curricular details.

ENG 333jt Seminar: Topics: A Major Writer in English-Tolkien
See course listing in English Language and Literature for full curricular details.

FYS 142 Reacting to the Past
See course listing in First-Year Seminar for full curricular details.

FRN 253 The Lady, the Knight, the King
See course listing in French Studies for full curricular details.

FRN 320 Women Defamed, Women Defended
See course listing in French Studies for full curricular details.

ENG 271/ GER 271 Imagining Evil
See course listing in German Studies for full curricular details.

HST 224 History of the Early Middle Ages
See course listing in History for full curricular details.

HST 225 Making of the Medieval World, 1000–1350
See course listing in History for full curricular details.

HST 226 Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From
See course listing in History for full curricular details.

HST 227mm Colloquium: Topics in Medieval European History-Magic in the Middle Ages
See course listing in History for full curricular details.

HST 229 Colloquium: A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages
See course listing in History for full curricular details.

ITL 332 Dante's Inferno
See course listing in Italian Studies for full curricular details.

ITL 334 Boccaccio: Decameron
See course listing in Italian Studies for full curricular details.

REL 145 Introduction to the Islamic Traditions
See course listing in Religion for full curricular details.

REL 238 Mary: Images and Cults
See course listing in Religion for full curricular details.

REL 247 The Qur'an
See course listing in Religion for full curricular details.

REL 248jh Topics in Modern Islam-Jihad
See course listing in Religion for full curricular details.

SPN 241 Culturas de España
See course listing in Spanish and Portuguese for full curricular details.

SPN 247 Race and Racism in Premodern Iberia
See course listing in Spanish and Portuguese for full curricular details.

SPN 335 Minorities in North Africa and the Middle East
See course listing in Spanish and Portuguese for full curricular details.

ENG 202/ WLT 202 Western Classics in Translation, from Homer to Dante
See course listing in World Literatures for full curricular details.

Middle East Studies

Middle East Studies Advisory Committee

JJoshua Birk, Ph.D., Associate Professor of History
Ibtissam Bouachrine, Ph.D. [†1], Professor of Spanish and Portuguese
Joanna Caravita, Ph.D., Five College Lecturer in Hebrew
Justin Daniel Cammy, Ph.D. [**2], Professor of Jewish Studies and World Literatures
Susanna E. Ferguson, Ph.D. [†1], Assistant Professor of Middle East Studies
May George, Ph.D., Lecturer in Middle East Studies and the Five College Initiative
Steven Heydemann, Ph.D. [†2], Janet Wright Ketcham 1953 Professor in Middle East Studies, Chair
John O. Weinert, Lecturer in Middle East Studies
Bozena C. Welborne, Ph.D., Assistant Professor of Government
Gregory White, Ph.D. [*1], Mary Huggins Gamble Professor of Government

Middle East Studies Faculty

Susanna E. Ferguson, Ph.D. [†1], Assistant Professor of Middle East Studies
May George, Ph.D., Lecturer in Middle East Studies
Steven Heydemann, Ph.D. [†2], 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). Major credits are not awarded for the first year of language study. Please refer to Additional Guidelines for further information on language requirements.
3. Concentration
   Four courses in an area of concentration, which may focus on the religion, history, politics, cultures (literature, film, music, art) of the Middle East, 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. One course in an area of concentration may include a capstone seminar (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).
5. Capstone
   An upper-level capstone (300 level seminar, or research-based special studies MES 400) is required of all majors. The capstone may be in an area of concentration or an elective course. The capstone is counted toward either the concentration or elective course requirements.

Additional Guidelines:

1. All 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 adviser 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 courses or a minimum of 24 credits 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.

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, or a minimum of 24 credits.

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 the director of the Middle East Studies Program and by the student's adviser. Students are also encouraged to take a course in Arabic that focuses on a topic or issue. Such courses, which may consist of a special studies course, might include media Arabic, Arabic literature, Arabic translation, Arabic linguistics (syntax, semantics, pragmatics, discourse analysis), aspects of Arabic culture, film, religions, or thought.

Courses

ARA 100 Elementary Arabic I
An introduction to Modern Standard and colloquial Arabic, using a proficiency-based approach to develop communicative skills in speaking, listening, reading, and writing. The course begins with a focus on reading, pronouncing and recognizing Arabic alphabet, and progresses quickly toward developing basic reading, writing, speaking and listening proficiencies and cultural competence using the Al-Kitaab series and a variety of authentic materials. Students will acquire these skills through a combination of interactive classroom activities, take-home assignments and group work. Students should be at the Novice-Mid level by the end of this course. No prerequisites. Enrollment limited to 18. Credits: 5
Fall

ARA 101 Elementary Arabic II
This course is a continuation of Elementary Arabic I. Emphasis will be on integrated development of all four language skills--reading, writing, speaking, and listening. By the end of this semester, students should have the language skills necessary for everyday interactions and be able to communicate in a variety of situations, and read and write about a broad variety of familiar topics. In addition to textbook exercises and group work, students will write short essays, give oral and video presentations and participate in role-play activities. Prerequisites: ARA 100 or equivalent. Enrollment limited to 18. {F} Credits: 5
Fall, Spring

ARA 200 Intermediate Arabic I
This is a communication-oriented course in Arabic at the intermediate level, incorporating both Modern Standard and colloquial Arabic and providing students with an opportunity to hone their skills in speaking, listening, reading, and writing. Students will expand their ability to create with the language while reinforcing fundamentals and expanding their knowledge of vocabulary, grammar, and culture. In addition to in-class teamwork, students will produce a variety of essays, presentations and skits throughout the semester. Prerequisite: ARA 101 or its equivalent. {F} Credits: 4
Fall

ARA 201 Intermediate Arabic II
This course is a continuation of Intermediate Arabic I. Students will continue honing their knowledge of Arabic using an approach designed to strengthen communication skills. By the end of this semester, students should have sufficient proficiency to understand most routine social demands and non-technical conversations, as well as discussions on concrete topics related to particular interests and special fields of competence at a general professional level. An increasing vocabulary will enable students to read prose with a near-normal range of speed, and write on a broad variety of topics, including news, politics, economics, history, and Arab cultures. Prerequisite: ARA 200 or equivalent. Enrollment limited to 18. {F} Credits: 4
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 authentic texts by writers from across the Arab world. Text types address a range of political, social, religious and literary themes and represent a range of genres, styles and periods. All of these texts may include hypothesis, argumentation and supported opinions that 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
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 300, 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
Spring

ARA 402 Fourth Year Arabic

This course aims to enable students to further develop their advanced level of proficiency across the four skills of speaking, writing, reading, and listening. Precise vocabulary will be used to engage in complicated arguments and study abstract topics that will include rich cultural components. Gaining proficiency in writing and in reading original sources in Arabic will receive particular emphasis. The goal of the course is to equip students to make active use of Arabic in a variety of social, educational, and professional contexts. Prerequisite: ARA 301. Enrollment limited to 15. {F} Credits: 4
Annually, Fall, Spring

MES 100 Introduction to Middle East Studies

This 8-week course of weekly lectures will provide students with a comprehensive overview of the Middle East by focusing on the big questions that animate the teaching and research of faculty in Middle East Studies and related fields. S/U only. Credits: 1
Alternate Years, Fall, Spring

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
Steven Heydemann
Fall, Spring, Variable

HST 208/ MES 208 Introduction to the History of the Modern Middle East

Offered as HST 208 and 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
Annually, Fall, Spring

MES 213 Colloquium: 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. Instructor permission required. {H} {S} Credits: 4
Susanna Ferguson
Fall, Spring, Variable

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
Fall, Spring, Variable

MES 219 Colloquium: 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? Enrollment limited to 18. {H} Credits: 4
Alternate Years, Fall, Spring

MES 220 The Arab Spring: Economic Roots and Aftermath

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
Alternate Years, Fall, Spring

MES 223 Colloquium: 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. (E) {L} {H} Credits: 4
Susanna Ferguson
Fall, Spring, Variable

ARH 228/ MES 228 Islamic Art and Architecture

Offered as MES 228 and ARH 228. This course surveys Islamic visual art and architecture from the spread of Islam in the seventh-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. Credits: 4
Fall, Spring, Variable

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. {S} Credits: 4
Steven Heydemann
Alternate Years, Fall, Spring

JUD 235/ MES 235 Perspectives on the Arab-Israel Conflict

Offered as JUD 235 and 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
Justin Daniel Cammy
Alternate Years, Fall, Spring

HST 237/ MES 237 Colloquium: Mobility and Migration in the Modern Middle East

Offered as MES 237 and HST 237. The history of the modern Middle East is a story of border-crossing as well as border-making. From 19th century immigrants from the Ottoman Empire to the Americas, to today's migrant laborers in Lebanon, Iraq, and the Gulf, the region has been forged by those who move within and beyond national borders. How have forces of gender, class, and ethnicity shaped these journeys? This course examines the gendered processes of movement and migration—voluntary and involuntary—that have shaped the modern Middle East from the 19th century to the present. Enrollment limited to 18. {H} {S} Credits: 4
Susanna Ferguson
Fall, Spring, Variable

MES 240 Colloquium: 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 limited to 20. {L} {S} Credits: 4
Steven Heydemann
Fall, Spring, Variable

HST 244/ MES 244 Colloquium: Thinking Revolution: Histories of Revolt in the Modern Middle East

Offered as MES 244 and HST 244. How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? In the first part of this course, students engage prominent theories of revolution generated within EuroAmerican and MENA contexts. Next, we consider diverse theories of social change generated within key moments in the history of the modern Middle East, from Ottoman constitution in 1876 to postcolonial revolts in Oman, Yemen, and Algeria. Finally, we consider the 2011 Arab spring within this longer history of social change in the region. Enrollment limited to 18. {H} {S} Credits: 4
Susanna Ferguson
Fall, Spring, Variable

MES 380 Seminar: Authoritarianism in the Middle East

This upper-level seminar focuses on the durability of authoritarian regimes in the Middle East and NorthAfrica. 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; thepolitical economy of authoritarianism; state-society relations under authoritarian rule; and authoritarianresponses to democratization, economic globalization and pressures for political reform. Prior course workon the history, politics, sociology, anthropology of the modern Middle East is useful. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Steven Heydemann
Fall, Spring, Variable

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: 4
Annually, Fall, Spring

MES 430D Honors Project

Credits: 4
Annually, Fall, Spring

Crosslisted Courses

FRN 230bl Colloquium: Topics in French Studies- Banlieue Lit
See course listing in French Studies for full curricular details.

FRN 380is Topics in French Cultural Studies-Immigration and Sexuality
See course listing in French Studies for full curricular details.

FYS 157 Syria Beyond the Headlines
See course listing in First-Year Seminar for full curricular details.

FYS 186 Israel through Literature and Film
See course listing in First-Year Seminar for full curricular details.

GOV 224 Colloquium: Globalization From an Islamic Perspective
See course listing in Government for full curricular details.

GOV 231 Colloquium: Women's Social Movements in the Middle East
See course listing in Government for full curricular details.

GOV 248 The Arab-Israeli Dispute
See course listing in Government for full curricular details.

GOV 257 Colloquium: Refugee Politics
See course listing in Government for full curricular details.

HST 224 History of the Early Middle Ages
See course listing in History for full curricular details.

HST 227mm Colloquium: Topics in Medieval European History-Magic in the Middle Ages
See course listing in History for full curricular details.

HST 229 Colloquium: A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages
See course listing in History for full curricular details.

JUD 101 Elementary Modern Hebrew I
See course listing in Jewish Studies for full curricular details.

JUD 102 Elementary Modern Hebrew II
See course listing in Jewish Studies for full curricular details.

JUD 288 History of Israel
See course listing in Jewish Studies for full curricular details.

MUS 249/ REL 249 Colloquium: Islamic Popular Music
See course listing in Music for full curricular details.

REL 145 Introduction to the Islamic Traditions
See course listing in Religion for full curricular details.

REL 246 Muslims, Modernity and Islam
See course listing in Religion for full curricular details.

REL 247 The Qur'an
See course listing in Religion for full curricular details.

REL 248jh Topics in Modern Islam-Jihad
See course listing in Religion for full curricular details.

SPN 225 Colloquium: Muslim Women in Film
See course listing in Spanish and Portuguese for full curricular details.

SPN 255 Muslim Women in Film
See course listing in Spanish and Portuguese for full curricular details.

SPN 335 Minorities in North Africa and the Middle East
See course listing in Spanish and Portuguese for full curricular details.

Museums Concentration

Director

Jessica F. Nicoll, Director and Louise Ines Doyle ’34 Chief Curator, Smith College Museum of Art

Advisory Committee

Danielle Carrabino, Curator of Painting and Sculpture, 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 [**1, *2], Alice Pratt Brown Professor of Art; Director of Latin American and Latino/a Studies
Caroline M. Melly [†2], Associate Professor of Anthropology
Charlene Shang Miller, Educator for Academic Programs, Smith College Museum of Art
Christen Mucher [†2], Associate Professor of American Studies; Director of the Smithsonian Program
Kiki Smith, Professor of Theatre
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 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. For more information please visit: smith.edu/academics/museums-concentration.

Requirements

- Gateway Course (MUX 119: Museums & Society)
- Four elective courses (two can also count to a major or one to a minor)
- Two relevant internships or other practical experiences
- Capstone Course (MUX 300: Senior Capstone Seminar)

Detailed information about the requirements is available on the Museums Concentration website.

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
Fall

MUX 300 Seminar: 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. Instructor permission required. Credits: 4
Members of the department
Spring

MUX 400 Special Studies

Admission by permission of the Museums Concentration director. Normally, enrollment limited to museums concentrators only. Credits: 4
Members of the department
Annually, Fall, Spring

Crosslisted Courses

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

See course listing in American Studies for full curricular details.

ANT 135/ ARC 135 Introduction to Archaeology

See course listing in Anthropology for full curricular details.

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

See course listing in Anthropology for full curricular details.

ANT 249 Visual Anthropology

See course listing in Anthropology for full curricular details.

ARH 110 Art and Its Histories

See course listing in Art for full curricular details.

ARH 247/ ENG 293 Colloquium: The Art and History of the Book

See course listing in Art for full curricular details.

ARH 280cv Colloquium: Topics in Art Historical Studies-Visual Culture and Colonization
See course listing in Art for full curricular details.

ARH 291id Colloquium: Topics in Art History-Imperial Design
See course listing in Art for full curricular details.

CHM 100ao Topics on Perspectives in Chemistry-Chemistry of Art Objects
See course listing in Chemistry for full curricular details.

CHM 111 Chemistry I: General Chemistry
See course listing in Chemistry for full curricular details.

CHM 111L Chemistry I Lab: General Chemistry Lab
See course listing in Chemistry for full curricular details.

CHM 118 Advanced General Chemistry
See course listing in Chemistry for full curricular details.

CHM 118L Advanced General Chemistry Laboratory
See course listing in Chemistry for full curricular details.

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry
See course listing in Chemistry for full curricular details.

ARH 217/ CLS 217 Greek Art and Archaeology
See course listing in Classical Languages and Literature for full curricular details.

CLS 218 Hellenistic Art and Archaeology
See course listing in Classical Languages and Literature for full curricular details.

EDC 235 Child and Adolescent Growth and Development
See course listing in Education and Child Study for full curricular details.

EDC 238 Introduction to the Learning Sciences
See course listing in Education and Child Study for full curricular details.

EDC 347 Individual Differences Among Learners
See course listing in Education and Child Study for full curricular details.

FYS 197 On Display: Museums, Collections and Exhibitions
See course listing in First-Year Seminar for full curricular details.

ARC 112/ GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
See course listing in Geosciences for full curricular details.

IDP 116 Introduction to Design Thinking
See course listing in Inter/Extradepartmental IDP for full curricular details.

IDP 132 Designing Your Path
See course listing in Inter/Extradepartmental IDP for full curricular details.

IDP 316 [Critical] Design Thinking Studio
See course listing in Inter/Extradepartmental IDP for full curricular details.

LSS 245 Place Frames: Photography As Method In Landscape Studies
See course listing in Landscape Studies for full curricular details.

LAS 291 Colloquium: Decolonize This Museum?
See course listing in Latin American Studies for full curricular details.
PHI 233 Aesthetics
See course listing in Philosophy for full curricular details.

PSY 268 Colloquium: The Human Mind and Climate Change
See course listing in Psychology for full curricular details.

THE 154 “Reading” Dress: Archival Study of Clothing
See course listing in Theatre for full curricular details.

Music

Professors
Margaret Sarkissian, Ph.D., Chair
Joel Lee Pitchon, M.M. *2
Steve Waksman, Ph.D.

Associate Professors
Katharine P. Soper, D.M.A. *2

Assistant Professor
Andrea Moore, Ph.D.
Jiayan Sun, D.M.A. **2
Maeve Sterbenz, Ph.D.

Five College Professor
Olabode Omojola, Ph.D.

Senior Lecturers
Grant R. Moss, D.M.A. †1
Jonathan M. Hirsh, D.M.A. *1, Director of Orchestral and Choral Activities

Lecturer
Marie-Volcy Pelletier, G.D.M.
Kate Delugan

Lecturer and Assistant Director of Choral Activities
Paige Graham, M.M.

Visiting Artist and Lecturer
Tristan Teo, M.M.

Collaborative Pianist
Lemuel Gurtwosky, 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 (excluding MUS 100). 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 GPA. of 3.5 in classroom courses in music through the end of the junior year; a GPA of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to 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 work of substantial duration and scope in any genre. 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 Five College Certificate Program in Ethnomusicology allows students interested in studying music from a multi-disciplinary perspective to build bridges across departmental boundaries in a rigorous and structured manner, and to receive credit for their accomplishments, even while completing a major in another field.

Requirements
To earn a Five College Certificate in Ethnomusicology, students must successfully complete a total of seven (7) courses distributed as indicated in the following four (4) categories. No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements; introductory courses in related disciplines may only be counted in certain circumstances determined by the research goals of the individual student.

1. Area Studies or Topics courses: at least two courses
2. Methodology: at least two courses
3. Performance: at least one course
4. Electives: negotiated in consultation with the student's ethnomusicology advisor, including courses from related disciplines including: anthropology, sociology, history, or media studies; area studies fields such as African Studies, American Studies, Asian Studies, or Middle East Studies; or others related to a particular student's ethnomusicological interests.

List of Courses and Ensembles
Will be posted and updated on our website: fivecolleges.edu/ethnomusicology

Courses

MUS 100fm Colloquium: Topics-Fundamentals of Music
This course is especially designed for those with no previous background in music. The emphasis is on 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. 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. Enrollment limited to 20. {A} Credits: 4
Maeve Sterbenz
Fall, Spring, Variable

MUS 101 World Music
Music may not be a "universal language," but it 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
Alternate Years, Fall, Spring

MUS 102 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
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
Steve Waksman
Alternate Years, Fall, Spring

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. Enrollment limited to 20. {A} Credits: 4
Maeve Sterbenz
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
Spring

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 of music (concerts, recording studios) and the varied practices 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
Members of the department
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
Andrea Moore
Fall, Spring, Variable

MUS 205pp Colloquium: Topics in Popular Music-Producing Popular Music: The American Music Industry

During the past three decades, the music industry has undergone substantial, even radical changes. This class will focus on recent developments in the music industry, while reflecting on larger issues that have informed the making and selling of music. Among the primary questions we will consider are: how have new technologies affected the ways in which music is created, bought and sold? What relationship exists between "live" and "recorded" music in the way the music industry operates? How do legal definitions and struggles over intellectual property shape the practices of musicians and music corporations? What does it mean to work in the music industry, and to what extent should the creative labor of musicians be considered similar to or different from other types of labor? Enrollment limit of 20 students. {A} {S} Credits: 4
Members of the department
Fall, Spring, Variable

MUS 210 Analysis and Repertory II

A continuation of MUS 110. One 50-minute musicianship section required per week, in addition to classroom meetings. Prerequisite: MUS 110 or permission of the instructor. Enrollment limited to 18. {A} Credits: 4
Maeve Sterbenz
Spring

MUS 217 Colloquium: Feminism and Music Theory

In this course, students evaluate the assumptions and foundations of Western music theory, primarily under the critical guidance of feminist theory. Tonal theory is often a routine part of undergraduate music study. What are the goals and criteria of this kind of analysis? While critically examining Western music theory's intellectual values, students develop approaches to analysis that are responsive, in a variety of ways, to queer, feminist, and antiracist thought. Through readings and listening assignments, students consider various challenges to the fiction of objectivity in music analysis, including embodiment, subjecthood and identity, and the mediating force of language and concepts. Prerequisites: MUS 110. Enrollment limited to 18. (E) {A} Credits: 4
Maeve Sterbenz
Fall, Spring, Variable

MUS 218 Colloquium: 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. Prerequisites: MUS 110. Enrollment limited to 18. (E) {A}
Maeve Sterbenz

MUS 231 Colloquium: 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 limited to 20. {A} Credits: 4
Kate Soper
Fall, Spring, Variable

MUS 233 Intro to Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: MUS 110 or permission of the instructor. {A} Credits: 4
Kate Soper
Fall

MUS 249/ REL 249 Colloquium: Islamic Popular Music

Offered as MUS 249 and 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. Enrollment limited to 35. {A} {H} Credits: 4
Margaret Sarkissian, Suleiman Mourad
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

ANT 258/ MUS 258 Performing Culture

Offered as MUS 258 and 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. Enrollment limited to 30. {A} {S} Credits: 4
Margaret Sarkissian
Alternate Years, Fall, Spring

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
Andrea Moore
Fall, Spring, Variable

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
Andrea Moore
Spring

MUS 321 Seminar: Songwriting
This seminar is a practicum on songwriting. Through weekly creative assignments, in-class workshops, and listening, you will develop and strengthen your skills as a musician, performer, and lyricist. By the end of the course, you will have tried your hand at several songwriting and compositional techniques, and will have created and finalized work to be presented on a final concert. Prerequisites: MUS 110 or equivalent. Students should have a basic working knowledge of music notation and theory,including harmonic analysis. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} Credits: 4
Kate Soper
Fall, Spring, Variable

MUS 325 Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} Credits: 4
Members of the department
Spring

MUS 330 Seminar: Music and Democracy
This course examines the role of music in democratic processes, including protest, revolution, and acts of citizenship. At the core of our inquiries are questions about the role of the musician in civic life, what the possibilities and responsibilities of musical citizenship might be, and whether and how music itself is significant to, and a form of, political participation. Case studies include the activism of Nina Simone, the use of music in the mass protests of 1968, the (mis)uses of music and arts in "urban redevelopment" projects, spontaneous song/chants (2020's "You About To Lose Your Job" and the bell ringing that marked the early weeks of Covid), and musical models of democracy. Readings include a range of perspectives on democracy, including liberal theorists like Habermas and Fraser, educational theories of Paolo Freire and John Dewey, the arts advocacy of Maxine Greene, and others. Prerequisites: MUS 102 or 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} Credits: 4
Andrea Moore
Fall, Spring, Variable

MUS 341 Seminar: Composition
Prerequisite: a course in composition. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. May be repeated for credit. {A} Credits: 4
Kate Soper
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 8. Instructor permission required. {A} Credits: 4
Kate Soper
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: 4
Members of the department
Fall, Spring

MUS 430D Honors Project
Credits: 4
Members of the department
Annually, Fall, Spring

MUS 431 Honors Project
Credits: 8
Members of the department
Fall

MUS 590D Research and Thesis
This is a full-year course. Credits: 8
Members of the department
Fall, Spring, Variable

MUS 901 Chamber Music Ensembles
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
Fall, Spring

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
Alternate Years, Fall, Spring

MUS 906 Class Piano
This course is an introduction to basic keyboard skills for beginner pianists. Students will develop technique and music-reading skills through solo repertoire and ensemble playing. Applied music theory topics such as major/minor scales, keyboard harmony, and improvisation will also be explored. Prerequisite: MUS 100. Enrollment limited to 8. Instructor permission required. Credits: 2
Lemuel Gurtowsky
Fall, Spring, Variable

MUS 914Y First Year Performance
This is a full-year course. Prerequisite: MUS 100 or approval of the instructor. Four credits total at the completion of two semesters. {A} Credits: 2
Annually, Fall, Spring

MUS 924Y Second Year Performance
This is a full-year course. Prerequisite: MUS 914Y. Four credits total at the completion of two semesters. {A} Credits: 2
Annually, Fall, Spring

MUS 930Y Advance Performance
Prerequisite: MUS 924Y. This is a full-year course. Four credits total at the completion of two semesters. {A} Credits: 2
Annually, Fall, Spring

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. Eight credits total at the completion of two semesters. No early registration. Audition required. {A} Credits: 4
Annually, Fall, Spring

MUS 951 Introduction to Singing
Instructor permission required. {A} Credits: 1
Paige Graham
Fall, Spring

MUS 952 Smith College Glee Club
Instructor permission required. {A} Credits: 1
Paige Graham
Fall, Spring

MUS 953 Smith College Chamber Singers
Instructor permission required. {A} Credits: 1
Paige Graham
Fall, Spring

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 at annual events such as Family Weekend and Christmas vespers. Instructor permission required. {A} Credits: 1
Jonathan M. Hirsh
Fall, Spring

MUS 955 Smith College Javanese Gamelan Ensemble
One rehearsal per week; one concert per semester. Open (subject to space) to Smith and Five College students, faculty and staff. No prior experience necessary. Instructor permission required. {A} Credits: 1
Phil Acimovic
Fall, Spring

MUS 956 Smith College Jazz Ensemble
The jazz ensemble rehearses once per week 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. Instructor permission required. {A} Credits: 1
Genevieve Rose
Fall, Spring

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
Fall, Spring

MUS 958 Smith College Celtic Music Ensemble: The Wailing Banshees
One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff, and members of the community. Instructor permission required. {A} Credits: 1
Ellen Redman
Fall, Spring

MUS 959 Handbell Choir
The choir rehearses twice weekly and 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. Instructor permission required. {A} Credits: 1
Anita Cooper
Fall, Spring

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. S/U only. Limited to 18. {A} Credits: 1
Chia-Yu Joy Lu
Fall, Spring

MUS 961 Electric Guitar Lab/Ensemble
Designed for beginner and near beginner students interested in the electric guitar. S/U only. Enrollment limited to 8. (E) Credits: 1
Frank V. Rawlings
Annually, Fall, Spring

MUS 962 Five College Collegium
The Five College Collegium is the flagship ensemble of the Five College Early Music Program. The ensemble is made up of experienced singers and instrumentalists from the Five College Consortium, and prepares four large scale projects in the course of the academic year for public performance. The Collegium rotates its rehearsal residency among the schools in the Five College system, and focuses on repertoire from the Medieval, Renaissance, and Baroque periods. Whenever possible, the Collegium invites professional musicians as guests to work with the ensemble on material that is relevant to the current project. S/U only. Enrollment limited to 25.
Spring

Crosslisted Courses

AMS 220dm Colloquium: Topics in American Studies-Dance, Music, Sex, Romance
See course listing in American Studies for full curricular details.

FYS 100 My Music: Writing Musical Lives
See course listing in First-Year Seminar for full curricular details.

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
Virginia Hayssen, Ph.D. [**1], Professor of Biological Sciences
Richard F. Olivo, Ph.D., Professor of Biological Sciences
Annaliese K. Beery, Ph.D. [†1], Associate Professor of Psychology
Lisa A. Mangiamele, Ph.D. [†2], Associate Professor of Biological Sciences, Chair
Sharon Owino, Ph.D., Assistant Professor of Neuroscience
Maya Rosen, Ph.D., Assistant Professor of Neuroscience
Beth Powell, Ph.D., Senior Lecturer in Psychology
Alexis Ziemba, Mellon Visiting Assistant Professor, Neuroscience
Sarah E. Goodwin, Ph.D., 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
- CHM111 Chemistry I: General Chemistry (or CHM118) and CHM 222 Chemistry II: Organic Chemistry
- NSC 210 Fundamentals of Neuroscience NSC 230 Experimental Methods in Neuroscience
- SDS 201 or SDS 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
ESS 310	(with lab) Neuromuscular Control of Human Movement

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
PSY 315	Seminar in Autism Disorders
ESS 300md	Seminar Topics in Exercise Sports Studies - Neuromuscular Mechanisms of Movement Disorders

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
   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

Courses

NSC 130/ PSY 130 Clinical Neuroscience

Offered as NSC 130 and PSY 130. 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
Fall, Spring

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 (can be taken 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
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 125 or NSC 210 (can be taken concurrently) or permission of the instructor. Not open to seniors. Enrollment limited to 16. {N} Credits: 4
Fall, Spring

NSC 302 Brains, Behavior and Evolution: Panama Field Course

Through study of diverse animals in the setting of the tropical rainforest, students will deepen their appreciation of how brain and behavior adapt to diverse ecological niches. Enrollment limited to 16. Instructor permission required. Credits: 2
Fall, Spring, Variable

NSC 310 Human Neuroscience

This course will cover contemporary methods and questions in human neuroscience across the lifespan. To do this, we will deeply examine several areas of human neuroscience rather than a broad overview of the field. We will focus on the following domains of study: memory, neural plasticity, decision-making, and social cognition. The course will examine human neuroscience methods and research to understand domain in 1) healthy young adults 2) across development and 3) in aging, disease, and/or brain damage. The course is designed around class discussion and critical analysis of research findings. Lectures will provide the context for these discussions. Prerequisite: NSC 210 and one statistics course from any department. Enrollment limited to 20. {N} Credits: 4
Annually, Fall, Spring

NSC 312st Seminar: Topics in Neuroscience-Stroke

This seminar will explore the pathological mechanisms and social determinants of stroke. Prerequisites: NSC 210 and NSC 230. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

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
Spring

NSC 318 Systems Neurobiology

Systems neurobiology is the study of how networks of neurons function, and how these networks mediate sensation, movement and higher-order functions such as 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 neuroanatomy, 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 210 and BIO 200 or BIO 202 or permission of the instructor. {N} Credits: 4
Alternate Years, Fall, Spring

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: NSC 230 or PSY 202, and BIO 132 or a biopsychology course. Enrollment limited to 12. {N} Credits: 3
Alternate Years, Fall, Spring

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. {N} Credits: 3
Alternate Years, Fall, Spring

NSC 334sb Topics in Research in Computational Neuroscience-Social Behavior Analysis

Social animals communicate to compete, find mates, tend to offspring, and myriad other needs. This communication occurs via signals – actions or structures that carry information to a receiver. In this computational lab we will explore the expression, limits, and individual variation in set of signals known as performance signals from acoustic and video data sets. Students will dive deep into primary literature to understand the theoretical basis for behavior, will learn to measure some aspects of behavior, and will gain experience in using specialized programming to apply to video and other data

sets. The semester will culminate with individual research proposals built upon the readings and experience from the lab. Prerequisite: SDS 220 or 201 and a neuroscience course, or by permission of the instructor. {N} Credits: 3
Fall, Spring, Variable

NSC 400 Special Studies
A scholarly project completed under the supervision of any member of the program. Instructor permission required. Credits: 5
Fall, Spring

NSC 430 Honors Project
One semester honors thesis completion. This will normally follow a prior semester special studies in NSC or a related discipline. Credits: 4
Fall, Spring, Variable

NSC 430D Honors Project
This is a full-year course. Credits: 4
Fall, Spring

Crosslisted Courses

BIO 132 Molecules, Cells, and Systems
See course listing in Biological Sciences for full curricular details.

BIO 133 Research in Molecules, Cells, and Systems
See course listing in Biological Sciences for full curricular details.

BIO 200 Animal Physiology
See course listing in Biological Sciences for full curricular details.

BIO 201 Animal Physiology Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 202 Cell Biology
See course listing in Biological Sciences for full curricular details.

BIO 203 Cell Biology Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 230 Genomes and Genetic Analysis
See course listing in Biological Sciences for full curricular details.

BIO 231 Genomes and Genetic Analysis Laboratory
See course listing in Biological Sciences for full curricular details.

BIO 300 Neurophysiology
See course listing in Biological Sciences for full curricular details.

BIO 302 Developmental Biology
See course listing in Biological Sciences for full curricular details.

BIO 303 Research in Developmental Biology
See course listing in Biological Sciences for full curricular details.

BIO 310 Cellular and Molecular Neuroscience
See course listing in Biological Sciences for full curricular details.

BIO 330 Research in Cellular Neurophysiology
See course listing in Biological Sciences for full curricular details.

BIO 362 Animal Behavior
See course listing in Biological Sciences for full curricular details.

BIO 363 Research in Animal Behavior
See course listing in Biological Sciences for full curricular details.

PSY 227 Colloquium: Brain, Behavior and Emotion
See course listing in Psychology for full curricular details.

PSY 230 Colloquium: Psychopharmacology
See course listing in Psychology for full curricular details.

PSY 314cf Seminar: Topics in Foundations of Behavior-Cognition in Film
See course listing in Psychology for full curricular details.

PSY 320 Research Seminar in Biological Rhythms
See course listing in Psychology for full curricular details.

Philosophy

Professors
Elizabeth V. Spelman, Ph.D.
Jay Lazar Garfield, Ph.D. [†2], Chair
Susan Levin, Ph.D. [*1]
Nalini Bhushan, Ph.D.

Associate Professor
Jeffry Lee Ramsey, Ph.D. [**1]

Visiting Assistant Professor
Melissa Yates, Ph.D.

Lecturer
Sai Ying Ng, Lecturer

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:
Philosophy majors must take at least 10 semester-long courses. You must include among those 10 courses:

- At least two courses in the history of philosophy, one of which must be PHI 124 or PHI 125
- At least one course addressing non-Western philosophy
- PHI 101 (formerly LOG 101) or PHI 102 (formerly LOG 100)
- PHI 200, usually taken in the sophomore year
- Two 300–level courses
- Three 200–level courses (other than PHI 200), each from a different one of the following areas:

  Value Theory
  Including: PHI 221, 222, 225, 233, 238, 241, 242, 255

  Social/Political Philosophy
  Including: PHI 235, 237, 240, 242

  Culture and Material Life
  Including: PHI 221, 233, 234, 237, 240, 241, 254, 255

  Metaphysics and Epistemology
  Including: PHI 209, 211, 213, 225, 230, 234, 252, 254, 262

  Language and Logic
  Including: PHI 211, 213, 220, 236, 262

  Science and Technology
  Including: PHI 209, 224, 238

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., PHI 102, 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

There are two versions of the minor in philosophy, each of which involves five courses.

Version 1 accommodates a wide range of philosophical interests on the part of individual students who pursue it. At least two of the five courses must be above the 100 level. One's program must include a three-course focus on a particular area of interest, to be built by each student in consultation with the student's adviser and with the approval of the department. One of the five classes can be a pertinent non-PHI course.

Version 2 focuses on ethics. PHI 222 (Ethics) is required. Of the remaining four courses, at least two must be PHI classes. Because ethics is interdisciplinary, and students pursuing this version of the minor will likely come from a variety of majors, up to two of the four can be non-PHI courses that give a central role to ethics. The student's courses besides PHI 222 are to be chosen by the student in consultation with the student's 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 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.

Courses

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. Not open to students who have taken PHI 102. Enrollment limited to 24. {M} Credits: 4
Members of the department
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
Members of the department

PHI 108/ REL 108 The Meaning of Life
Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H} {L} Credits: 4
Nalini Bhushan, Andy Rotman
Annually, Fall, Spring

PHI 112 Chinese Philosophy
Introduction to some of the canonical texts and most influential ideas in the early Chinese philosophical schools, including those of Confucius, Mencius and Zhuangzi. Questions to be covered include: What is the nature of reality? How can we know what is the right thing to do? What is the self? How important is the family and obeying parents and guardians? Is there such a thing as "human nature"? Does anyone have access to the truth? How should we understand the relationship between humans and the natural world? {H} Credits: 4
Members of the department
Alternate Years, Fall, Spring

PHI 120/ PSY 120 Intro to 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
Annually, Fall, Spring

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
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. Enrollment limited to 30. {H} {M} Credits: 4
Jeffrey Lee Ramsey
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
Alternate Years, Fall, Spring

PHI 200 Colloquium: Philosophy
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. Enrollment limited to 20. WI Credits: 4
Nalini Bhushan
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 Spelman
Alternate Years, Fall, Spring

PHI 209/ PSY 209 Colloquium: Philosophy and History of Psychology

Offered as PSY 209 and 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 limited to 25. {N} Credits: 4
Alternate Years, Fall, Spring

PHI 213/ PSY 213 Colloquium: Language Acquisition

Offered as PSY 213 and 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: PHI 236 or EDC 235. Enrollment limited to 25. {N} Credits: 4
Annually, Fall, Spring

PHI 220 Incompleteness and Inconsistency: Philosophy of Logic

Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel's incompleteness theorem and Tarski's demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. Prerequisite: one course in logic. {M} Credits: 4
Sai Ying Ng
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

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
Jay Lazar Garfield
Annually, Fall, Spring

PHI 225 Continental Philosophy

This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings' relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. {H} Credits: 4
Alternate Years, Fall, Spring

PHI 233 Aesthetics

How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? What is the role of art and the artist in contemporary society? We read essays on aesthetics by Aristotle, Hume, Kant, Nietzsche, Heidegger, Bell, Dewey, Danto, Benjamin, Berger, Sontag, Nochlin and Lyotard, among others. Experience with art is welcome but not required. Assignments are hands-on and applied, involving extensive use of the resources of the Smith College Museum of Art. {A} {S} Credits: 4
Nalini Bhushan
Fall, Spring, Variable

PHI 234ds Topics in Philosophy of Human Nature-Desire

For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people's capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we examine questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? {S} Credits: 4
Elizabeth Spelman
Fall, Spring, Variable

PHI 234ts Topics in Philosophy of Human Nature-The Self

This course explores a cluster of the most fundamental questions about human nature: What are we? Do we have core selves that determine our identity? If so, what is such a self, and how does it develop? Or might we be selfless? If we are selfless, what is the nature of our identities? What might the reality or unreality of the self mean for the nature of our experience, for ethics, or for what gives our lives meaning? These are questions that have been raised and addressed with great sophistication in both Indian and Western philosophical traditions and that have been explored empirically in cognitive psychology and by experimental philosophers. Our investigation will therefore be both cross-cultural and interdisciplinary. {S} Credits: 4
Jay Lazar Garfield
Fall, Spring, Variable

PHI 235 Morality, Politics and the Law

Close examination of the different but converging ways in which moral, political and legal contexts shape the analysis of an issue. For example: questions about the status of a right to privacy; the history of disgust as a ground for laws governing human behavior. {S} Credits: 4
Elizabeth Spelman
Alternate Years, Fall, Spring

PHI 238 Environmental Ethics

This course prepares students to understand and critically evaluate various ethical perspectives on human beings' interactions with nature and these perspectives' applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism.

We study representative descriptions and defenses of these perspectives and examine in particular whether they can validly and effectively help us resolve environmental problems. We study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. {H} {S} Credits: 4
Jeffrey Lee Ramsey
Alternate Years, Fall, Spring

PHI 240 Philosophy and Gender

This course examines philosophical conceptions of sex, gender, and sexuality in the context of contemporary ethical questions. In what ways are our conceptions of gender created and reinforced through cultural and social norms? How do assumptions about sex, gender, and sexuality shape and potentially limit research in natural and social sciences? In what ways are feminist and multiculturalist goals potentially at odds? Is sex and sexuality the public's business? How do gender identities intersect with other identities? We will consider applications of these questions to a variety of contemporary debates concerning parenting, pornography, sex education, marriage, sexual harassment laws, and sexual or gender assignment or reassignment. Credits: 4
Melissa Yates
Alternate Years

PHI 242 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
Alternate Years, Fall, Spring

PHI 250ig Topics in Epistemology-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 Spelman
Fall, Spring, Variable

PHI 252 Buddhist Philosophy: Madhyamaka and Yogacara

This course examines the two principal schools of Indian Mahayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogācāra or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. We will read each school's principal sutras and early philosophical texts, medieval Tibetan and Chinese commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in Philosophy or Buddhist Studies. Enrollment limited to 40. {H} Credits: 4
Members of the department
Fall, Spring, Variable

PHI 262 Meaning and Truth: The Semantics of Natural Language

This course is an introduction to central topics in the philosophy of language. What is the relation between thought, language and reality? What kinds of things do we do with words? Is there anything significant about the definite article "the"? How does meaning accrue to proper names? Is speaker meaning the same as the public, conventional (semantic) meaning of words? Is there a distinction between metaphorical and literal language? We explore some of the answers that philosophers like Frege, Russell, Strawson, Donnellan, Austin, Quine, Kripke and Davidson have offered to these and other related questions. Prerequisite: PHI 101 and PHI 102 or the equivalent. {M} Credits: 4
Members of the department
Alternate Years, Fall, Spring

PHI 304sb Seminar: Topics in Applied Ethics-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
Jeffrey Lee Ramsey
Fall, Spring, Variable

PHI 310cs Seminar: Topics in Recent and Contemporary Philosophy-Cosmopolitanism

What does it mean to be a cosmopolitan person -- a global citizen? Can one simultaneously construct one's identity in terms of one's nationality, gender, ethnicity and/or other more local forms of community and be truly cosmopolitan? If so, how? If not, which is the better approach? Is there one distinctive way of being cosmopolitan, or might there be varieties of cosmopolitanism arising in different cultural contexts, for instance, under colonial rule or conditions of exile? Is it self-evidently true that being a cosmopolitan person is a good thing, for an individual or a society? What are some of its challenges? We will read essays by Kant, Mill, Nussbaum, Rawls, Rorty, Naipaul, Said, Tagore, Gandhi, Appiah and others with a view to examining and assessing different answers that have been proposed to these and related questions. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {L} {S} Credits: 4
Nalini Bhushan
Fall, Spring, Variable

PHI 334sk Seminar: Topics in Philosophy of the Mind-Self Knowledge

This course examines how we know our own minds. We will ask questions such as these: How do we come to know that we have minds? Is introspection a kind of inner sense? Do we have immediate access to the contents of our own minds? Is our knowledge of our own minds privileged or infallible? How is language implicated in self-knowledge? Do animals know the contents of their minds? These are questions that have been raised and addressed with great sophistication in both Indian and Western philosophical traditions and that have been explored empirically in cognitive psychology and by experimental philosophers. Our investigation will therefore be both cross-cultural and interdisciplinary. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M} Credits: 4
Jay Lazar Garfield
Fall, Spring, Variable

PHI 400 Special Studies

For senior majors, by arrangement with the department. Credits: 4
Fall, Spring

PHI 408D Special Studies
For senior majors, by arrangement with the department. This is a full-year course. Credits: 8
Fall, Spring

PHI 430D Honors Project
Credits: 4
Fall, Spring

PHI 431 Honors Project
Credits: 8
Fall, Spring

PHI 432D Honors Project
Credits: 12
Fall, Spring

Crosslisted Courses

EDC 235 Child and Adolescent Growth and Development
See course listing in Education and Child Study for full curricular details.

EDC 238 Introduction to the Learning Sciences
See course listing in Education and Child Study for full curricular details.

EDC 239 Counseling Theory and Education
See course listing in Education and Child Study for full curricular details.

NSC 314 Neuroendocrinology
See course listing in Neuroscience for full curricular details.

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships
See course listing in Psychology for full curricular details.

SDS 201 Statistical Methods for Undergraduates
See course listing in Statistical and Data Sciences for full curricular details.

SDS 291 Multiple Regression
See course listing in Statistical and Data Sciences for full curricular details.

Physics

Professors
Nathanael Alexander Fortune, Ph.D. [†2], Chair
Doreen Anne Weinberger, Ph.D. [*1]
Gary Neil Felder, Ph.D

Associate Professors
Will Williams, Ph.D.

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

Courses

PHY 110 Energy, Environment and Climate

Our planet's reliance on carbon-based, non-renewable energy sources comes at a severe environmental, economic and political cost. Are there alternatives?This course offers a hands-on exploration of renewable energy technologies with an emphasis on understanding the underlying scientific principles. Students will assess worldwide energy demand, study the limits to improved energy efficiency, explore the science and technology of solar, wind, and hydropower, understand the science behind global warming, investigate climate models, and evaluate strategies for a sustainable future. This course also includes in-class experiments and field trips. {N} Credits: 4
Fall, Spring, Variable

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). Priority given to first years. Enrollment limited to 28. {N} Credits: 5
Fall, Spring

PHY 118 Introductory Physics II

Simple harmonic motion, fluids, electricity and magnetisms. 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
Fall, Spring

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
Fall

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 limited to 30. {M} {N} Credits: 4
Fall, Spring

PHY 211 Computational Methods in the Physical Sciences

This course provides an overview of commonly used computational methods and their applications to physics problems. Using the Python programming language, we will begin with understanding how programs send instructions to computers on to simple data visualization, error analysis and uncertainty in computational calculations, and then progress on to numerical integration and differentiation, machine learning, and stochastic methods. In each case, we will examine the method's applications to relevant physics scenarios. This course will be project-based, with multiple short projects throughout the semester intended to build the skills and generate a set of modules that can be used as part of a final project applying a computational method to an appropriate physics problem of the student's choice. Enrollment limited to 30. {M} {N} Credits: 4
Fall

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; introduction to nuclear physics. Prerequisite: (PHY 118 or PHY 119) and MTH 112. {N} Credits: 4
Spring

PHY 240 Electronics

A semester of experiments in electronics, with emphasis on designing, building and trouble-shooting circuits. Discrete electronic components: physics and applications of diodes and transistors. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: PHY 118 or PHY 119 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
Fall

PHY 242 Research in High Precision Spectroscopy

This course will give you a practical introduction to experimental atomic physics by having you do real, publishable research. While this course-based-research program is focused on high precision spectroscopy, you will gain skills that can be generally applied to investigational science in experimental design, experimental iteration/systematic error analysis, data analysis, and writing scientific papers for publication. In addition, you will learn about basic atomic physics and quantum mechanics, atom/light interactions, optics, and gain a basic understanding in how experiment and theory interact to further our knowledge of nature. (E) {N} Credits: 4
Fall, Spring, Variable

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. Instructor permission required. May be repeated once for credit. Prerequisites: PHY 117, PHY 118 or PHY 119. {N} Credits: 2
Fall, Spring

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. Instructor permission required. May be repeated once for credit. Prerequisites: PHY 117, PHY 118 or PHY 119. {N} Credits: 2
Fall, Spring

PHY 317 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: PHY 215 or permission of the instructor. {N} Credits: 4
Annually, Fall, Spring

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
Annually, Fall, Spring

PHY 319 Thermal Physics
Introduction to statistical mechanics and thermodynamics. Prerequisites: PHY 215 or permission of the instructor. {N} Credits: 4
Alternate Years, Fall, Spring

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. PHY 317 is recommended. {N} Credits: 4
Annually, Fall, Spring

PHY 350 Experimental Physics
An advanced laboratory course in which students make use of advanced signal recovery methods to design and perform laboratory experiments covering a wide range of topics in modern physics. Available experimental modules include pulsed and CW NMR, optical pumping of atoms, single photon quantum interference, magneto-optical polarization, the Franck-Hertz experiment and the Hall effect. Experimental methods include signal averaging, filtering, modulation techniques and phase-sensitive detection. Students select up to four extended experiments per semester, planning their experiment, preparing equipment, performing measurements, analyzing data and presenting written and/or oral reports. Each module counts for 1 credit. Prerequisites: PHY 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. {N} Credits: 4
Spring

PHY 400 Special Studies
By permission of the department. Credits: 4
Annually, Fall, Spring

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
Fall, Spring, Variable

PHY 430D Honors Project
Credits: 4
Annually, Fall, Spring

PHY 432D Honors Project
This is a full-year course. Credits: 4
Fall, Spring

Poetry Concentration

The Boutelle-Day Poetry Center Advisory Committee
Matt Donovan, M.F.A, Poetry, Chair
María Estela Harretche, Ph.D.
Jina Boyong Kim, Ph.D. [†1]
Jessica D. Moyer, Ph.D.
Cornelia D.J. Pearsall, Ph.D. [†1]
Melissa Parrish

The Poetry Concentration accepts up to 12 students annually. Sophomores and juniors are encouraged to apply. Applications are reviewed in both Fall and Spring semesters. The concentration supports the study of poetry within a range of scholarly disciplines and gives students the opportunity to explore areas of professional practice (including writing poetry, teaching poetry, writing about poetry, translating poetry and book arts/publishing of poetry) through 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 Design Thinking Initiative, the Smith College Museum of Art, Lewis Center for Global Studies, the Jandon Center for Social Justice, the Urban Education Initiative, and the Mortimer Rare Book Room.

For more information see smith.edu/academics/poetry-center

Requirements

1. Gateway Course ENG 112

2. Required course PYX 140

3. 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.

4. 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.

5. One Capstone Course (PYX 301 or PYX400)

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.

Courses

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.Priority given to PYX concentrators. S/U only. Enrollment limited to 20. Credits: 1
Matt Donovan
Fall, Spring, Variable

ENG 301/ PYX 301 Seminar: Advanced Poetry Writing: A Capstone

Offered as PY 301 and 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 includes discussion of the readings, student presentations and peer critique. Prerequisite for Poetry Concentrators: other course requirements for the Concentration (may be concurrent.) Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required. Credits: 4
Members of the department
Spring

PYX 400 Poetry Concentration Capstone Special Studies

May be taken in place of PYX 301 in years when PYX 301 is not offered. Credits: 4
Fall, Spring, Variable

Crosslisted Courses

ENG 112 - Reading Contemporary Poetry Reading Contemporary Poetry

See course listing in English Language and Literature for full curricular details.

Psychology

Professors
Kathleen McCartney, Ph.D.
Mary Ellen Harrington, Ph.D.
Philip K. Peake, Ph.D. [†1]
Patricia DiBartolo, Ph.D.
Bill Ed Peterson, Ph.D. [†1]
Lauren E. Duncan, Ph.D.
Maryjane Wraga, Ph.D. [†1]
Nnamdi Pole, Ph.D., Chair
Benita Sibia Jackson, Ph.D., M.P.H.

Associate Professors
Annaliese K. Beery, Ph.D. [†1]
Randi Garcia, Ph.D., M.S. [*1, **1]

Assistant Professors
Brianna McMillan, Ph.D. [**2]
Yael Granot, Ph.D.
Stephanie Steele, Ph.D.

Adjunct Professor
Martha K. Pruett, Ph.D., M.S.L.

Senior Lecturer
Beth Powell, Ph.D.

Lecturers
Katherine H. Clemans, Ph.D.
Caitlin Shepherd, Ph.D.

Emeritus Professors
Peter B. Pufall, Ph.D.
Peter A. de Villiers, Ph.D.
Fletcher Blanchard, Ph.D.
Randy Frost, Ph.D.
Jill Gibson de Villiers, Ph.D.
(Philosophy and Psychology)

Research Associates
Ted Plimpton, Ph.D.
Martha Teghtsoonian, 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: Lauren Duncan

Foundation Courses: PSY 100, SDS 201* or PSY 201 and PSY 202

Each student, with the approval of their 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: Patricia DiBartolo

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).

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

Courses

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, behavioral genetics, 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
Fall, Spring, Variable

PHI 120/ PSY 120 Intro to 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
Annually, Fall, Spring

NSC 130/ PSY 130 Clinical Neuroscience
Offered as NSC 130 and PSY 130. 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
Fall, Spring

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. Enrollment limited to 60. {N} {S} Credits: 4
Annually, Fall, Spring

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
Fall

PSY 166 Introduction to the Psychology of Gender
How can psychological science help us understand how gender operates in our society? How can our understanding of the psychological research help us address structural inequalities related to gender? This course represents an introduction to what we know about the role gender plays in the everyday lives of people. In this course we will review the psychological research on how structural inequities play out in gender roles and affect the lives of boys and girls and men and women. Throughout the course we will attend to the intersection of race, class, sexual orientation, and other group memberships with gender. {N} Credits: 4
Fall, Spring, Variable

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, stereotyping and discrimination, romantic relationships, gender roles, aggression, and helping behavior. {S} Credits: 4
Fall

PSY 180 Psychology of Personality
The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. Credits: 4
Fall, Spring, Variable

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. Prerequisite: PSY 100. Recommended: PSY 201 (may be concurrent). Priority is given to Smith College psychology majors and minors. Enrollment limited to 18. {N} Credits: 4
Fall, Spring

PHI 209/ PSY 209 Colloquium: Philosophy and History of Psychology
Offered as PSY 209 and 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 limited to 25. {N} Credits: 4
Alternate Years, Fall, Spring

PHI 213/ PSY 213 Colloquium: Language Acquisition
Offered as PSY 213 and 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: PHI 236 or EDC 235. Enrollment limited to 25. {N} Credits: 4
Annually, Fall, Spring

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, PSY 201 and PSY 202, or permission of the instructor. Enrollment limited to 25 students. {N} Credits: 4
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 limited to 25. {N} Credits: 4
Fall

PSY 218 Colloquium: 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
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

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: (NSC 210 or NSC 230) and (NSC/PSY 130 or PSY 202). Enrollment limited to 25. {N} {S} Credits: 4
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
Annually, Fall, Spring

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: PSY 202 and (PSY 150 or EDC 235), or equivalent; or permission of the instructor. Enrollment limited to 25. {N} Credits: 4
Spring

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, PSY 201 and PSY 202. Enrollment limited to 25. Credits: 4
Fall, Spring, Variable

PSY 263 Colloquium: 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, PSY 201 or permission of instructor. Enrollment limited to 25. {N} Credits: 4
Alternate Years, Fall, Spring

PSY 264 Colloquium: 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. Not open to first years. Prerequisite: PSY 202. Enrollment limited to 25. {S} Credits: 4
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 and PSY 202. Enrollment limited to 25. {S} Credits: 4
Annually, Fall, Spring

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 and PSY 202. Enrollment limited to 25. {N} Credits: 4
Alternate Years, Fall, Spring

PSY 267 Colloquium: 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 limited to 25. {S} Credits: 4
Spring

PSY 268 Colloquium: The Human Mind and 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 or equivalent. Enrollment limited to 25. (E) Credits: 4
Spring

PSY 269 Colloquium: Categorization and Intergroup Behavior

A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We 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 25. {N} {S} Credits: 4
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. Recommended Corequisite: PSY 372. Enrollment limited to 25. {N} Credits: 4
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 150 and PSY 202. {N} Credits: 4
Fall

PSY 301 Research Design and Analysis

A tour via SPSS of the major statistical models encountered in psychology. Topics include most of the following each year: complex and mixed analysis of variance, analysis of covariance, multi-item scale analyses, factor and cluster analysis, multiple regression, path analysis and structural equation modeling. Adopting a pragmatic approach, we emphasize assumptions and requirements, rules of thumb, decision-making considerations, interpretation and writing statistical results according to the conventions of psychology. Prerequisites: One of the following: PSY 201, SDS 201, GOV 203, MTH 219, SDS 220, ECO 220, SOC 201, EDC/MTH 206 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20 and priority given to psychology majors. {M} Credits: 4
Fall

PSY 304/ REL 304 Seminar: Happiness: Buddhist and Psychological Understandings of Personal Well-Being

Offered as PSY 304 and 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 100, REL 105, one course in Buddhist traditions or permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4
Fall, Spring, Variable

PSY 312 Calderwood Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall

PSY 313cl Seminar: Topics in Psycholinguistics-Child Language Assessment

The seminar focuses on the purpose and design of language assessment materials for children, considered in cross-linguistic and cross-cultural perspective. Why is it necessary to test children in language skills? There is variety in the kinds of language disorders, delay and difference in children. We will read about how linguists and psychologists collaborate to make tests that tap deep knowledge, and how to ensure that tests are fair across cultures, languages, dialects and multilingualism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 314cf Seminar: Topics in Foundations of Behavior-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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 315 Seminar: 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: EDC 235, PSY 216 or PSY 253. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Spring

PSY 317 Seminar: Cross-Cultural Development

Our understanding of how children grow, learn, and think is largely based on studying WEIRD (Western, Educated, Industrialized, Rich, and Democratic) populations. Findings from just 12% of the global population are being used to inform worldwide policies in education, parenting, and public-health. In this course, we will approach the study of child development from a cross-cultural lens. We will study how cultural norms, research, and power structures impact specific areas of development. Students will gain an understanding of the empirical psychological research on cross-cultural development, and apply insights from anthropology, sociology, and history to the study of psychology. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 320 Research Seminar: 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. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 326pr Seminar: Topics in Biopsychology-Parenting

In this seminar we will examine the neurobiological processes that underlie parental behavior. Students will come away from the course understanding (1) how the experience of pregnancy and/or parenthood manifests in relevant neural circuitry to yield complex caregiving behavior, (2) how neuropsychological disorders such as depression, anxiety, and addiction interact with parental neurobiology and behavior, and (3) how neuroscience and psychology researchers approach answering the most pressing questions in the subfield of parental behavior. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 327nd Seminar: Topics in Mind and Brain-Race and Gender in Neurological Disorders

In this seminar we discuss the role of race and gender in neurology. We will consider multiple neurological disorders. We will discuss the underlying cellular and molecular changes, the range of symptoms, current treatments and

potential future therapies. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 340 Seminar: Psychosocial Determinants of Health

In this 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. Priority given to students who have completed a health psychology course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4
Alternate Years, Fall, Spring

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. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4
Alternate Years, Fall, Spring

PSY 345 Research Seminar: Feminist Perspective on Psychological Science

Research Seminar. In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricist philosophies of science, including positivist, experiential and discursive approaches. The second part focuses on conceptualizations of gender beyond difference-based approaches and their operationalization in recent empirical articles. The capstone 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 202 and (PSY 140 or PSY 266). Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Alternate Years, Fall, Spring

PSY 352pt Seminar: Topics in Advanced Clinical Psychology-Psychological Trauma

This seminar will address topics related to psychological trauma including: history of traumatology, trauma epidemiology, stress and trauma disorders, ethnocultural variation in trauma, psychophysiological assessment of trauma, evidence based treatment of trauma disorders, and posttraumatic growth. Recommended Prerequisites: PSY 100, PSY 150, PSY 253, and/or NSC/PSY 130. This seminar will regularly address emotionally distressing topics (e.g., physical and sexual abuse). Students should only choose this course if able to fully engage with such topics. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 353 Seminar: 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. Prerequisites: PSY 111 and PSY 150 or PSY 253 (or their equivalent). Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Spring

PSY 355 Seminar: Practicum 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 reviewof evidence based interventions and the theories that accompany them. Special focus is given to issues of diversity and inclusion. Prerequisites PSY 100, and (PSY 130, PSY 150, PSY 230, PSY 250, PSY 287, PSY 350, PSY 353, or PSY 354 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Spring

PSY 356 Seminar: 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 (NSC/PSY 130, PSY 150, PSY 230, PSY 250, PSY 287, PSY 350, PSY 353, PSY 354, or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Alternate Years, Fall, Spring

PSY 358 Research Seminar: Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: PSY 100, PSY 201, PSY 202 and a relevant PSY intermediate colloquium. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring

PSY 360 Seminar: 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 and PSY 201 or equivalent. Recommended: a course in developmental psychology. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Spring

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships

Offered as PSY 364 and SDS 364. 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 202 and (PSY 201, SDS 201, SDS 220 or equivalent.) Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M} {N} {S} Credits: 4
Alternate Years, Fall, Spring

PSY 365 Seminar: Identity in Psychology, Fiction and Autobiography

How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for theorists of identity, and we consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Ishiguro. Prerequisite: PSY 100 and a colloquium in the Person and Society Track. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Fall, Spring, Variable

PSY 373sc Research Seminar: Topics in Personality- Self-Control

In this course, we will do all the major components of conducting a research exploration in the field of Personality Psychology. Our focus for this semester will be the study of self-control. More specifically, we will examine and design research addressing delay of gratification as one adaptive expression of self-control. To do this, we will work with an archival data set that is housed here at Smith, and contains observations of participants who were observed on a delay of gratification task as preschoolers. One of our objectives will be to design follow-up assessments for administrations to the participants in this work who are now in their mid-50's. In addition, with some good fortune, we will collectively design and conduct an experiment to examine some aspect of delay of gratification in current preschool children. Prerequisites: PSY 270 or PSY 271. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 374 Seminar: 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 activists oral history obtained from the Voices of Feminism archive of the Sophia Smith collection. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Alternate Years, Fall, Spring

PSY 375 Research Seminar: 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 203 and PSY 266. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

PSY 376 Seminar: Psychology and Law

Why would a person confess to a crime they didn't commit? What makes eyewitnesses identify the wrong suspect? How does police body camera footage shape jurors' decisions? And how do we design research to answer these questions and inform policy interventions? This course will introduce students to the interdisciplinary study of psychology and the law, focusing on how psychological science impacts and can be used to explain events in the courtroom and other legal settings. We will critically analyze research at the intersection of psychology and law, and consider how it can and should be used to impact legal policy. Prerequisites: PSY 100 and PSY 202. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {N} Credits: 4
Fall, Spring, Variable

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: 4
Fall, Spring

PSY 431 Honors Project

Credits: 8
Annually, Fall, Spring

PSY 432D Honors Project

This is a full-year course. Credits: 6
Annually, Fall, Spring

Crosslisted Courses

EDC 235 Child and Adolescent Growth and Development

See course listing in Education and Child Study for full curricular details.

EDC 238 Introduction to the Learning Sciences

See course listing in Education and Child Study for full curricular details.

EDC 239 Counseling Theory and Education

See course listing in Education and Child Study for full curricular details.

NSC 314 Neuroendocrinology

See course listing in Neuroscience for full curricular details.

SDS 201 Statistical Methods for Undergraduates

See course listing in Statistical and Data Sciences for full curricular details.

SDS 291 Multiple Regression

See course listing in Statistical and Data Sciences for full curricular details.

Public Policy

Advisory Committee
Carrie N. Baker, J.D., Ph.D. [**1], Professor, Study of Women and Gender
Brent M. Durbin, Ph.D., Associate Professor of Government, Chair
Deborah Haas-Wilson, Ph.D. [**1, *2], Professor of Economics
Leslie L. King, Ph.D. [**1], Associate Professor of Sociology
Scott LaCombe, Ph.D. [**2], 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: Brent M. Durbin, Associate Professor of Government

Advisers: Carrie Baker (Study of Women and Gender), 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

Courses

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
Alternate Years, Fall, Spring

PPL 400 Special Studies
By permission of the director. Variable credit. Credits: 4
Annually, Fall, Spring

Crosslisted Courses

AST 214 Astronomy & Public Policy
See course listing in Astronomy for full curricular details.

ECO 224 Environmental Economics
See course listing in Economics for full curricular details.

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources
See course listing in Economics for full curricular details.

ECO 395 Seminar: International Trade
See course listing in Economics for full curricular details.

ENV 323 Seminar: Climate and Energy Policy
See course listing in Environmental Science and Policy for full curricular details.

GOV 207 Politics of Public Policy
See course listing in Government for full curricular details.

GOV 244 Foreign Policy of the United States
See course listing in Government for full curricular details.

SOC 232 World Population
See course listing in Sociology for full curricular details.

SOC 333 Seminar: Social Justice, the Environment and the Corporation
See course listing in Sociology for full curricular details.

SWG 222 Gender, Law and Policy
See course listing in Study of Women and Gender for full curricular details.

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.
Jamie Hubbard, Ph.D. [†2]
Lois C. Dubin, Ph.D.
Joel S. Kaminsky, Ph.D., Chair
Suleiman Ali Mourad, Ph.D. [*2, **2]
Vera Shevzov, Ph.D.
Andy N. Rotman, Ph.D., Chair [**1, *2]

Visiting Assistant Professor
David J. Howlett, Ph.D.

Research Associates
Benjamin Braude, Ph.D.
Philip Zaleski, B.A.
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 courses in the religion department, 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; (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.

Courses

REL 105 An Introduction to World Religions
An introduction to the study of Hindu, Buddhist, Jewish, Christian, and Islamic religious traditions. Readings come from primary religious sources, including the Bhagavad Gita, Shantideva's guide to Buddhist awakening, the Passover

Haggadah, Christian gospel narratives, the Quran, and diverse works of poetry, philosophy, and art. Group projects, films and stories, and virtual visits to religious sites online provide ways to begin seeing what the world looks like through the eyes of religious adherents. Lectures and background readings provide historical context, and recurring themes such as sacrifice, community, liberation, devotion, worship, and salvation are considered throughout the semester. {H} Credits: 4
Carol Zaleski
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 Howlett, Andy Rotman
Fall, Spring, Variable

PHI 108/ REL 108 The Meaning of Life

Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H} {L} Credits: 4
Nalini Bhushan, Andy Rotman
Annually, Fall, Spring

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 Kaminsky
Annually, Fall, Spring

JUD 125/ REL 125 The Jewish Tradition

Offered as REL 125 and JUD 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
Lois Dubin
Annually, Fall, Spring

REL 140/ RES 140 Putin's Russia: After Communism, After Atheism

Offered as REL 140 and 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
Tom Roberts, Vera Shevzov
Fall, Spring, Variable

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. The course concludes with examples of modern Islamic thought (modernism, feminism, and militancy). {H} Credits: 4
Suleiman Mourad
Annually, Fall, Spring

REL 161 Introduction to Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment as revealed through major primary texts, contemporary writings and films. Enrollment limited to 35. {H} Credits: 4
Members of the department
Annually, Fall, Spring

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
Fall, Spring, Variable

REL 171 Introduction to Contemporary Hinduism

This course is an introduction to the ideas and practices of contemporary Hinduism in India and the diaspora, with an emphasis on how Hindu identities are constructed and contested, and the roles they play in culture and politics. Materials to be considered include philosophical writings, ritual texts, devotional poetry and images, religious comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. {H} {L} Credits: 4
Andy Rotman
Fall, Spring, Variable

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
Members of the department
Fall

REL 201 Colloquium: 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. Enrollment limited to 20. {H} {S} Credits: 4
Members of the department
Fall, Spring, Variable

REL 204 Colloquium: Blasphemy!

Commonly associated with pre-modern societies, the term "blasphemy" has taken on new life in today's technologically-connected world. This course examines the notion of blasphemy--its meanings, the invisible boundaries it presupposes both in some of the world's major religious traditions and in secular contexts, and the different ways of seeing it often signifies. Based on case studies, it explores contemporary public uses of the term, the competing understandings of the "sacred" it often assumes, and the cultural and political challenges the term presents in a globalized society. The course considers the implications of the public charge of blasphemy in light of issues such as: the religious and the secular; humor and satire; commodification and consumerism; "insiders," "outsiders," and cultural appropriation; art, film, and the sacred; museum conservation and display; free speech and human rights. {H} {L} Credits: 4
Vera Shevzov
Fall, Spring, Variable

REL 205 Philosophy of Religion

This course introduces the history of philosophy of religion and enters into its major debates: Is there a God? Can religious belief be squared with the existence of suffering and evil? What is the relationship between faith and reason, between faith and doubt? Can religious or mystical experience be trusted? Is there reason to hope for life after death? Lectures, discussion, short papers, and group projects focus on classic and contemporary responses to these questions, with readings drawn from Plato, Buddhist philosophical texts, Avicenna, al-Ghazali, Anselm, Maimonides, Aquinas, Hume, Kant, Kierkegaard, William James, Linda Zagzebski, and others. {H} Credits: 4
Carol Zaleski
Fall, Spring, Variable

REL 206 Heaven, Hell and Other Worlds: The Afterlife in World Religions

How do the world's religions picture the journey beyond death? This course examines conceptions of heaven, hell and purgatory; immortality, rebirth and resurrection; the judgement of the dead and the life of the world to come. Readings include classic and sacred texts such as The Epic of Gilgamesh, Plato's Phaedo, the Katha Upanishad, The Tibetan Book of the Dead, Dante's Divine Comedy and Newman's Dream of Gerontius, and a variety of philosophical and theological reflections on the meaning of death and the hope for eternal life. Enrollment limited to 35. {H} {L} Credits: 4
Carol Zaleski
Fall, Spring, Variable

REL 207/ SOC 207 Morals vs. Markets

Offered as SOC 207 and REL 207. Morals and markets are inextricably linked, for better or worse. Economic markets give rise to distinctive beliefs, habits, and social bonds, creating cohesion or dissension, feelings of belonging or alienation. And morality gives rise to distinctive economic, social, and political forms, moralizing about various means and ends, and creating concomitant social institutions and systems of value. This course considers the various connections and contradictions between morals and markets, with a special focus on their often fraught relationship in the United States. Readings will include classic works of sociology, economics, and religious studies, and recent work in economic anthropology and ethics. {H} {S} Credits: 4
Fall, Spring, Variable

REL 208 The Inklings: Religion and Imagination in the Works of C.S. Lewis, J.R.R. Tolkien and Their Circle

The Inklings were a group of Oxford intellectuals who met in the Magdalen College rooms of the literary historian, apologist and fantasist C.S. Lewis to read aloud and discuss their works in progress. This course examines the Inklings' shared concerns, among them mythology, philology, recovery of the Christian intellectual tradition, and resistance to "the machine." Readings include essays and letters by Tolkien, Lewis, Charles Williams, Owen Barfield and quasi-Inkling Dorothy Sayers, as well as selections from their major works of fiction, theology and criticism. Enrollment limited to 35. {H} {L} Credits: 4
Carol Zaleski
Fall, Spring, Variable

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
Joel Kaminsky
Fall, Spring, Variable

REL 213 Social Justice in the Hebrew Bible

An exploration of biblical prophecy with a focus on how the prophets called for social and religious reform in language that continues to resonate today. {H} {L} Credits: 4
Joel Kaminsky
Fall, Spring, Variable

JUD 214/ 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. {H} Credits: 4
Sari Fein
Fall, Spring, Variable

REL 223 Modern Jews: A Global Diaspora

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
Lois Dubin
Alternate Years, Fall, Spring

REL 230 Jesus

"Who do you say that I am"? Reportedly posed by Jesus to his disciples, this question remained no less relevant to future generations of his followers as well as their detractors, and continues to challenge views of Christianity's Christ to this day. This course examines some of the most prominent texts, images and films that have informed understandings of Jesus over the past two millennia and have contributed to making Jesus one of the most well-known yet controversial figures in history. Open to first-year students. {H} {L} Credits: 4
Vera Shevzov
Alternate Years, Fall, Spring

REL 235 Catholic Philosophical Tradition

Faith and reason, worship and the intellectual life, the meaning of redemption and the nature of Catholicism according to major thinkers in the Catholic tradition. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry

Newman, G.K. Chesterton, Simone Weil, Hans Urs von Balthasar, Karol Wojtyla (Pope John Paul II), Elizabeth Anscombe, Alasdair MacIntyre and others. {H} Credits: 4
Carol Zaleski
Fall, Spring, Variable

REL 238 Mary: Images and Cults

Whether revered as the Mother of God or remembered as a single Jewish mother of an activist, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the "history of Mary" since early Christian times to the present. How has her image shaped global Christianities? What does her perceived image in any given age tell us about personal and collective identities? Topics include Mary's "life"; rise of the Marian cult; Marian apparitions (e.g., Guadalupe and Lourdes) and miracle-working images, especially in Byzantium and Russia; liberation and feminism; politics, activism, mysticism, and prayer. Devotional, polemical and literary texts, art and film. Enrollment limited to 35. {H} Credits: 4
Vera Shevzov
Alternate Years, Fall, Spring

REL 242/ RES 242 The Politics and Culture of Russian Sacred Art

Offered as REL 242 and RES 242. As devotional objects, political symbols, and art commodities, Russia's sacred art--the icon--has been revered as sacred, vilified as reactionary, embraced in rebellion, destroyed as dangerous, and sold as masterpieces. Engaging the fields of religion, material and visual culture, and ritual studies, this course examines the life and language of this art form, and its role in shaping Russia's turbulent history. Topics include the production and reception of images; diverse meanings and functions of sacred imagery; visuality and spirituality; secularization and commodification; history, memory, and collective identities; the icon, avant-garde art, and film; controversial images and protest culture. No prerequisites. Open to first-year students. {H} {L} Credits: 4
Vera Shevzov
Fall, Spring, Variable

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 Mourad
Annually, Fall, Spring

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
Suleiman Mourad
Annually, Fall, Spring

REL 248jh 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. Enrollment limited to 35. {H} Credits: 4
Members of the department
Fall, Spring, Variable

MUS 249/ REL 249 Colloquium: Islamic Popular Music

Offered as MUS 249 and 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. Enrollment limited to 35. {A} {H} Credits: 4
Margaret Sarkissian, Suleiman Mourad
Fall, Spring, Variable

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 in to Buddhist approaches to moral anger, non- violence, gender, and other applied topics. Enrollment limited to 18. (E) {L} {S} Credits: 4
Morgan Curtis
Fall, Spring, Variable

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
Fall, Spring, Variable

REL 282 Violence and Nonviolence in Religious Traditions of South Asia

How is violence legitimized and what is its legacy for both perpetrator and victim? When are war and sacrifice not murder? What are the political implications of a nonviolent morality? This course considers the rhetoric and phenomena of violence and nonviolence in a variety of religious traditions in South Asia, both modern and premodern. Particular emphasis is placed on the ethical and social consequences of these practices, and the politics of the discourse that surrounds them. Texts and films concerning Hinduism, Buddhism, Jainism, Sikhism, Christianity and Islam. {H} Credits: 4
Andy Rotman
Fall, Spring, Variable

REL 293 Colloquium: 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. Enrollment limited to 18. (E) {H} {S} Credits: 4
David Howlett
Fall, Spring, Variable

PSY 304/ REL 304 Seminar: Happiness: Buddhist and Psychological Understandings of Personal Well-Being

Offered as PSY 304 and 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 100, REL 105, one course in Buddhist traditions or permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N} {S} Credits: 4
Fall, Spring, Variable

REL 305pl Seminar: Advanced Topics in Religion-Pilgrimage

This seminar surveys modern pilgrimage practices in traditional religions, new religious movements, and religion-like assemblages, such as fan scenes. In studies ranging from an ethnography of Jim Morrison's Paris grave to a history of Birthright trips to Israel, we will examine the diverse ways that humans engage travel, shrines, and constructions of the sacred. In doing so, we will also analyze how pilgrimage intersects with issues of national identity, racialized hierarchies, gender and sexuality, religious orthodoxy and heterodoxy, migration, memory, and nostalgia. Finally, we will reflect on the limits and generative possibilities offered by pilgrimage as an academic category. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {H} {S} Credits: 4
David Howlett
Fall, Spring, Variable

REL 310is Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {L} Credits: 4
Joel Kaminsky
Fall, Spring, Variable

REL 400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 4
Annually, Fall, Spring

REL 408D Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. Credits: 8
Fall, Spring, Variable

REL 430D Honors Project

Credits: 4
Annually, Fall, Spring

Crosslisted Courses

ANT 274 The Anthropology of Religion

See course listing in Anthropology for full curricular details.

ARH 280mc Colloquium: Topics in Art Historical Studies-Meditations in Caves

See course listing in Art for full curricular details.

BUS 120 The Study of Buddhism

See course listing in Buddhist Studies for full curricular details.

FYS 116 American Gods: Religious Diversity in the United States

See course listing in First-Year Seminar for full curricular details.

FYS 117 The Bible and the American Public Square

See course listing in First-Year Seminar for full curricular details.

JUD 217 Motherhood in Early Judaism

See course listing in Jewish Studies for full curricular details.

JUD 229 Judaism and Environmentalism

See course listing in Jewish Studies for full curricular details.

JUD 284 Colloquium: The Lost World of East European Jewry, 1750–1945

See course listing in Jewish Studies for full curricular details.

PHI 108 The Meaning of Life

See course listing in Philosophy for full curricular details.

Russian, East European and Eurasian Studies

REEES Advisory Committee
Justin Daniel Cammy, Ph.D. **2
Serguei Glebov, Ph.D., Chair
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

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
Annually, Fall, Spring

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
Tom Roberts
Annually, Fall, Spring

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. Credits: 4
Tom Roberts
Alternate Years, Fall, Spring

REL 140/ RES 140 Putin's Russia: After Communism, After Atheism

Offered as REL 140 and 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
Tom Roberts, Vera Shevzov
Fall, Spring, Variable

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
Tom Roberts
Spring

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
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
Spring

REL 242/ RES 242 The Politics and Culture of Russian Sacred Art

Offered as REL 242 and RES 242. As devotional objects, political symbols, and art commodities, Russia's sacred art--the icon--has been revered as sacred, vilified as reactionary, embraced in rebellion, destroyed as dangerous, and sold as masterpieces. Engaging the fields of religion, material and visual culture, and ritual studies, this course examines the life and language of this art form, and its role in shaping Russia's turbulent history. Topics include the production and reception of images; diverse meanings and functions of sacred imagery; visuality and spirituality; secularization and commodification; history, memory, and collective identities; the icon, avant-garde art, and film; controversial images and protest culture. No prerequisites. Open to first-year students. {H} {L} Credits: 4
Vera Shevzov
Fall, Spring, Variable

RES 264/ WLT 264 Dostoevsky

Offered as RES 264 and WLT 264. 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'll 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
Tom Roberts
Fall, Spring, Variable

RES 273/ WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context

Offered as RES 273 and WLT 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; open to first-years. Credits: 4
Tom Roberts
Fall, Spring, Variable

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
Tom Roberts
Fall, Spring, Variable

RES 331 Advanced Russian I

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
Fall

RES 332 Advanced Russian II

A continuation of RES 331. Prerequisite: RES 331 or permission of the instructor. {F} Credits: 4
Members of the department
Spring

RES 400 Special Studies

Offered both semesters of each year. Credits: 4
Annually, Fall, Spring

RES 430D Honors Thesis
Honors Project. 4 credits if taken as a fall semester course, 8 if taken as a yearlong course. Credits: 4
Annually, Fall, Spring

Crosslisted Courses

FYS 154 The World of Anna Karenina
See course listing in First-Year Seminar for full curricular details.

GOV 221 European Politics
See course listing in Government for full curricular details.

GOV 223 The Politics of Russia and Post-Soviet Central Asia
See course listing in Government for full curricular details.

GOV 242 International Political Economy
See course listing in Government for full curricular details.

GOV 256 Colloquium: Corruption and Global Governance
See course listing in Government for full curricular details.

HST 201 The Silk Road and Premodern Eurasia
See course listing in History for full curricular details.

HST 239 Imperial Russia, 1650–1917
See course listing in History for full curricular details.

HST 240 Colloquium: Stalin and Stalinism
See course listing in History for full curricular details.

HST 241 Soviet Union in the Cold War
See course listing in History for full curricular details.

HST 300 Public Writing about Nationalism - A Calderwood Seminar in Public Writing
See course listing in History for full curricular details.

JUD 110 Introduction to Yiddish Culture
See course listing in Jewish Studies for full curricular details.

JUD 260 Colloquium: Yiddish Literature and Culture
See course listing in Jewish Studies for full curricular details.

JUD 284 Colloquium: The Lost World of East European Jewry, 1750-1945
See course listing in Jewish Studies for full curricular details.

JUD 287 The Holocaust
See course listing in Jewish Studies for full curricular details.

JUD 362yl Seminar: Topics in Jewish Studies-Yiddishland
See course listing in Jewish Studies for full curricular details.

REL 238 Mary: Images and Cults
See course listing in Religion for full curricular details.

REL 242 The Politics and Culture of Russian Sacred Art
See course listing in Religion for full curricular details.

ENG 203/ WLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy
See course listing in World Literatures for full curricular details.

WLT 218 Holocaust Literature
See course listing in World Literatures for full curricular details.

WLT 277 Jewish Fiction
See course listing in World Literatures for full curricular details.

Sociology

Professors
Ginetta E. B. Candelario, Ph.D. (Sociology and Latin American & Latin@ Studies) [†1]
Rick Fantasia, Ph.D. [**1, *2]
Leslie L. King, Ph.D. [**1]
Nancy E. Whittier, Ph.D. [**2]

Associate Professors
Payal Banerjee, Ph.D. [**2]
Tina Wildhagen, Ph.D., Chair

Assistant Professor
Timothy Recuber, Ph.D.

McPherson/Eveillard Postdoctoral Fellow and Lecturer
Erica Banks, Ph.D.

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 **2022-23:** TBA

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.

Courses

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. Enrollment limited to 30. {S} Credits: 4
Fall, Spring

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 limited to 35. {S} Credits: 4
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 limited to 40. {M} {S} Credits: 5
Fall

REL 207/ SOC 207 Morals vs. Markets
Offered as SOC 207 and REL 207. Morals and markets are inextricably linked, for better or worse. Economic markets give rise to distinctive beliefs, habits, and social bonds, creating cohesion or dissension, feelings of belonging or

alienation. And morality gives rise to distinctive economic, social, and political forms, moralizing about various means and ends, and creating concomitant social institutions and systems of value. This course considers the various connections and contradictions between morals and markets, with a special focus on their often fraught relationship in the United States. Readings will include classic works of sociology, economics, and religious studies, and recent work in economic anthropology and ethics. {H} {S} Credits: 4
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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
Annually, Fall, Spring

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: 5
Alternate Years, Fall, Spring

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 tactic, 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
Annually, Fall, 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
Alternate Years, Fall, Spring

SOC 219 Medical Sociology

This course analyzes--and at times challenges--the ways in which we understand health, illness and medicine. The course is divided in roughly three parts: first dealing with definitions and representations of health and illness; the second with the significance and impact of biomedical dominance; and the third with the intersections of health, illness and medicine with gender, race, social class and sexual orientation. The course encourages you to ask questions about the power exercised by various medical practitioners, and about the ways in which understandings of health and illness are neither natural nor neutral, but invested with culturally and historically specific meanings. Enrollment limited to 35. Prerequisite: SOC 101. {S} Credits: 4
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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
Fall, Spring, Variable

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
Annually, Fall, Spring

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
Annually, Fall, Spring

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
Alternate Years, Fall, Spring

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
Alternate Years, Fall, Spring

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
Alternate Years, **Fall**, Spring

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
Annually, Fall, Spring

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 25. {S} Credits: 4
Annually, Fall, Spring

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. {S} Credits: 4
Alternate Years, Fall, Spring

SOC 241 Race, Empire and Discipline

This course explores the role of the state in the creation of both race and discipline as it exists in the contemporary U.S. In doing so, we will begin to understand how these apparatuses allow for the creation and expansion of the U.S. empire. In particular, we will use the racialization of Muslims to see how race, discipline and empire are all collective processes and have clear examples of how these processes play out. We will look at how discipline itself is racialized and creates the scaffolding for expanding U.S. empire and then imagine an alternative world, one without racialized discipline and U.S. empire. Prerquisite: SOC 101. (E) {S} Credits: 4
Fall, Spring, Variable

SOC 243 Race, Gender and Mass Incarceration

This course introduces students to the historical roots of mass incarceration and how it shapes multiple aspects of life and society. We will focus on the particular experiences of currently and formerly incarcerated women, with an emphasis on the overrepresentation of Black women; the major social, political, and economic factors that have contributed to the rise of mass incarceration in the United States; the primary ways mass incarceration alters the lives of people and communities; and why eliminating racial oppression cannot be disentangled from eliminating mass incarceration. Prerequisite: SOC 101. {S} Credits: 4
Annually, Fall, Spring

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 limited to 20. WI {H} {S} Credits: 4
Alternate Years, Fall, Spring

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. Priority given to SOC majors and minors. {S} Credits: 4
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
Annually, Fall, Spring

SOC 255 The Bollywood Matinee

This course engages the world of popular Indian cinema, Bollywood and beyond. We integrate scholarly articles on the subject, lectures, in-depth discussions, and of course, film screenings to explore the history and political economy of India and South Asia. Students analyze how this vital cultural form deals with the politics of gender, class, caste, religion and Indian nationalism. Our discussions simultaneously focus on the role of globalization, migration and the cultural significance of Indian characters on international media; for example, Raj in the popular American sitcom The Big Bang Theory. Students are expected to engage with the readings, bring their reflections and actively participate in class discussions. Prerequisite: SOC 101. Enrollment limited to 20. Credits: 4
Alternate Years, Fall, Spring

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

Annually, Fall, Spring

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. Corequisite: SOC 309. Enrollment limited to 14. Credits: 4

Fall, Spring, Variable

SOC 309 Practicum in Community Based Research Lab

Laboratory course. Corequisite: SOC 308. Prerequisite: SOC 101. Instructor permission required. Credits: 1

Fall, Spring, Variable

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4

Alternate Years, Fall, Spring

SOC 320 Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {S} Credits: 4

Alternate Years, Fall, Spring

SOC 325 Seminar: Sociology of Emotions

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 roots of emotions like love, fear, anger, shame, and empathy, and examine the social construction of mental health and illness. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4

Alternate Years, Fall, Spring

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4

Alternate Years, Fall, Spring

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4

Alternate Years, Fall, Spring

SOC 340 Calderwood Seminar in Public Writing: Inequality and Social Protest

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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. WI {S} Credits: 4

Alternate Years, Fall, Spring

SOC 400 Special Studies

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

Annually, Fall, Spring

SOC 408D Special Studies

This is a full-year course. Credits: 8

Annually, Fall, Spring

SOC 430D Honors Project

This is a full year course. 8 credits for the full-year course; 4 per semester. Credits: 4

Annually, Fall, Spring

SOC 431 Honors Project

Credits: 8

Annually, Fall, Spring

SOC 432D Honors Project

Prerequisites: 10 semester courses beyond SOC 101; 1. SOC 250, SOC 201, either SOC 202 or SOC 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research; 2. A thesis written during two semesters (SOC 430 and SOC 432), or a thesis written during one semester (SOC 431); 3. An oral examination on the thesis. Credits: 12

Annually, Fall, Spring

South Asian Studies

Director
Nalini Bhushan

Smith College Participating Faculty
Elisabeth Armstrong, Payal Banerjee, Jay Garfield, Ambreen Hai, Pinky Hota, Andy Rotman, Margaret Sarkissian, Vis Taraz

Research Associate
Rafiul Ahmed

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.

Crosslisted Courses

ANT 267 Contemporary South Asia
See course listing in Anthropology for full curricular details.

ANT 274 The Anthropology of Religion
See course listing in Anthropology for full curricular details.

BUS 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics
See course listing in Buddhist Studies for full curricular details.

ECO 211 Economic Development
See course listing in Economics for full curricular details.

ECO 311in Seminar: Topics in Economic Development-India
See course listing in Economics for full curricular details.

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation
See course listing in English Language and Literature for full curricular details.

ENG 241 The Empire Writes Back: Postcolonial Literature
See course listing in English Language and Literature for full curricular details.

ENG 334 Servants in Literature and Film
See course listing in English Language and Literature for full curricular details.

ENG 391 Modern South Asian Writers in English
See course listing in English Language and Literature for full curricular details.

HST 201 The Silk Road and Premodern Eurasia
See course listing in History for full curricular details.

MUS 101 World Music
See course listing in Music for full curricular details.

MUS 249/ REL 249 Colloquium: Islamic Popular Music
See course listing in Music for full curricular details.

PHI 108 The Meaning of Life
See course listing in Philosophy for full curricular details.

PHI 127 Indian Philosophy
See course listing in Philosophy for full curricular details.

PHI 310cs Seminar: Topics in Recent and Contemporary Philosophy-Cosmopolitanism
See course listing in Philosophy for full curricular details.
REL 171 Introduction to Contemporary Hinduism

See course listing in Religion for full curricular details.

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile
See course listing in Inter/Extradepartmental IDP for full curricular details.

SOC 236 Beyond Borders: The New Global Political Economy
See course listing in Sociology for full curricular details.

SOC 237 Gender and Globalization
See course listing in Sociology for full curricular details.

SOC 327 Seminar: Global Migration in the 21st Century
See course listing in Sociology for full curricular details.

Spanish and Portuguese

Professors
Ibtissam Bouachrine, Ph.D. [†1]
Maria Estela Harretche, Ph.D.
Marguerite I. Harrison, Ph.D.[†1]
Maria Helena Rueda, Ph.D. [*1]

Associate Professors
Michelle Joffroy, Ph.D.
Reyes Lazaro, Ph.D. [*1]
Malcolm K. McNee, Ph.D., Chair

Senior Lecturer
Silvia Berger, Ph.D.

Lecturers
Melissa M. Belmonte, M.A.
Molly Falsetti-Yu, M.A.
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 in 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 in 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

Honors Directors: Michelle Joffroy (Spanish), Malcolm McNee (Portuguese and Brazilian Studies).

Courses

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 primarily 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. Credits: 4
Members of the department
Fall

POR 111 Beginning Portuguese through Music II

A continuation of POR 110. 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
Annually, Fall, Spring

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 25. Prerequisite: Spanish placement test or SPN 220 or its equivalent. {F} Credits: 4
Malcolm Kenneth McNee
Fall, Spring

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. {F} Credits: 4
Members of the department
Fall

ARH 201/ POR 201 Brazilian Art Inside and Out

Offered as POR 201 and 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. {A} Credits: 4
Members of the department
Fall, Spring, Variable

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. {A} Credits: 4
Members of the department
Alternate Years, Fall, Spring

POR 203 Colloquium: 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 plant species. Prior study of Portuguese is recommended but not required. Preference given to students who have taken ARH/POR 201 or another course in Portuguese and Brazilian Studies. S/U only. Enrollment limited to 18. (E) {A} Credits: 2
Members of the department
Alternate Years, Fall, Spring

POR 205/ SPN 205 Cities

This course invites you on an exciting journey to explore major Lusophone and Spanish-speaking cities in Africa, Asia, Europe, and Latin America as centers for innovation, creativity, and cultural influence. Together, we will navigate the boulevards and back alleys of some of the world's most exquisite cities including, among others, São Paulo, Rio de Janeiro, Lisbon, Mexico City, Casablanca, Tel Aviv, Bilbao, Buenos Aires, andMadrid. Taught in English. Enrollment limited to 100. S/U only. Credits: 2
Members of the department
Fall, Spring, Variable

POR 212/ WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World

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
Members of the department
Fall, Spring, Variable

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 20. Prerequisite: POR 100Y, POR 110, POR 125 or POR 200, or permission of the instructor. {F} Credits: 4
Members of the department
Alternate Years, Fall, Spring

POR 222 Brazil in the News: Media, Society and Popular Culture

This intermediate language course will serve as a grammar review and will help students develop greater facility in oral expression, reading and writing, through work with a variety of digital, broadcast, and print media. Class discussions and assignments will consider key issues and trends in contemporary Brazilian

society and culture as expressed through a selection of media forms and texts, such as newspaper and magazine articles, websites, television and radio programs, advertisements, graphic novels, and films. Conducted in Portuguese. Prerequisite: (POR 110 & 111) or POR 125 or equivalent. {A} {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

POR 228 Indigenous Brazil: Past, Present and Future

This interdisciplinary course will consider the diverse histories, cultures, andexperiences of Indigenous individuals and peoples in Brazil, from the precolonialperiod into the present and including future oriented forms of Native activism andimagination. We will address specific case studies and broad themes, includingterritorial and environmental struggles, meanings and forms of Indigenouseducation, Indigenous movements and leaders, legal and cultural status ofIndigeneity in a multiracial society, Indigenous artistic practices and thedynamics of intercultural exchange and influence in Brazilian society at large.Conducted in Portuguese, with activities designed to improve proficiency inreading, 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 19. {A} {F} {L} Credits: 4
Members of the department
Alternate Years, Fall, Spring

POR 229 Brazil for All Seasons

This course focuses on reviewing communicative skills, especially in spoken and written Portuguese, and is designed to build cultural knowledge and vocabulary. Course content and assignments focus on Brazil through the theme of the four seasons. Materials include short texts, including a young adult novel, music, and visual culture. Taught in Portuguese. Prerequisite: POR 100Y or POR 125 or the equivalent. {A} {F} {L} Credits: 4
Members of the department
Fall

POR 230 Cultural Crosscurrents in Today's Portuguese-Speaking World

This course examines a range of interlocking cultural, sociopolitical, and/or environmental factors that galvanize attention in Portuguese-speaking countries. Themes might include, among others, post-colonial debates in Lusophone Africa, street children in urban Brazil, or heritage language communities in Massachusetts. Materials draw from literary and journalistic texts, as well as art, music and film. Conducted in Portuguese. Prerequisite: POR 100, POR 125 or POR 200, or the equivalent. {A} {F} {L} Credits: 4
Members of the department
Spring

POR 232 Popular Music, Nationhood and Globalization in the Portuguese-Speaking World

An introduction to popular music genres in Portuguese-speaking nations, the historical, socio-cultural and political forces that have shaped their emergence, and ways in which they communicate ideas of nationhood. We will also explore impacts of globalization on these genres and their transnational dissemination. Our approach will involve close readings of lyrics, analysis of musical form and influence, and attention to the broader cultural contexts surrounding songs, genres and musicians. Genres may include bossa nova, MPB, and forró (Brazil); fado (Portugal); morna (Cape Verde); kuduro (Angola); marrabenta (Mozambique); and transnational forms such as rock and hop-hop. Course taught in Portuguese. {A} {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

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. {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Offered as ITL 299, POR 299, FRN 299 and 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 limited to 25. {F} {S} Credits: 4
Members of the department
Annually, Fall, Spring

POR 381di Seminar: Topics in Portuguese and Brazilian Studies- Decolonial Imaginaries and Aesthetics

In this seminar we will explore some of the entangled and contested colonial and postcolonial histories of diverse Portuguese-language communities, through the work of writers, visual artists, filmmakers, and musicians from Africa, Europe, and the Americas. We will discuss colonialism and its legacies, migratory and diasporic flows, contemporary contours of a Portuguese-language transnationalism, and decolonization as a concept encompassing a range of social activism and as expressed or envisioned in different forms of cultural production. Course conducted in Portuguese. Prerequisite: 200-level course in Brazilian or comparative Lusophone culture and society taught in Portuguese. Enrollment limited to 14. Juniors and seniors only. Instructor permisison required. {A} {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

POR 381fw Seminar: Topics in Portuguese and Brazilian Studies-Multiple Lenses of Marginality: New Brazilian Filmmaking by Women

This course makes 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 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. Course conducted in Portuguese. Prerequisite: 200-level course in Portuguese, or the equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {F} Credits: 4
Members of the department
Fall, Spring, Variable

POR 400 Special Studies in Portuguese and Brazilian Literature

By permission of the department, normally for senior majors. Credits: 4
Members of the department
Fall, Spring

SPB 430D Portuguese Honors Project

Credits: 4
Members of the department
Fall

SPB 431 Portuguese Honors Project

Credits: 8
Members of the department
Fall

SPN 112Y Beginning 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. Prerequisite: Spanish Placement Exam (https://www.smith.edu/aboutsmith/ registrar/placement-exams). Enrollment limited to 25. Credits: 5
Members of the department
Fall, Spring

SPN 120 Accelerated Beginning Spanish Through Culture

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). Priority is given to first- and second-year students. Prerequisite: Spanish Placement Exam (https://www.smith.edu/aboutsmith/ registrar/placement-exams). Enrollment limited to 25. {F} Credits: 5
Members of the department
Fall

SPN 125 Language and Latina/o Cultural Citizenship

This course is for students who are heritage speakers of Spanish but who have not studied it formally. Students formalize their Spanish language skills in a collaborative, project-driven, community-based learning environment that fosters Latino/a cultural citizenship through local partnerships. Projects may include researching resource needs access in local Latino communities, documenting ethnographies of cultural and ethnic citizenship in new immigrant communities; developing materials for intercultural education at worker centers, local schools or libraries; and collaborating with local youth and family organizations to produce intercultural community events. Enrollment limited to 18. {F} Credits: 4
Members of the department
Fall, Spring, Variable

SPN 178/ WLT 178 Naughty Fictional Translators

Offered as SPN 178 and 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
Alternate Years, Fall, Spring

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, SPN 120 or Spanish Placement Exam (https://www.smith.edu/aboutsmith/ registrar/placement-exams). Enrollment limited to 25. {F} Credits: 4
Members of the department
Fall, Spring

POR 205/ SPN 205 Cities

This course invites you on an exciting journey to explore major Lusophone and Spanish-speaking cities in Africa, Asia, Europe, and Latin America as centers for innovation, creativity, and cultural influence. Together, we will navigate the boulevards and back alleys of some of the world's most exquisite cities including, among others, São Paulo, Rio de Janeiro, Lisbon, Mexico City, Casablanca, Tel Aviv, Bilbao, Buenos Aires, and Madrid. Taught in English. Enrollment limited to 100. S/U only. Credits: 2
Members of the department
Fall, Spring, Variable

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. Prerequisite: SPN 200 or Spanish Placement Exam (https://www.smith.edu/aboutsmith/ registrar/placement-exams). Enrollment limited to 25. {F} Credits: 4
Members of the department
Fall, Spring

SPN 225 Colloquium: Muslim Women in Film

This course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The course focuses on expository and argumentative writing, but some attention is devoted to writing narratives and descriptions. Grammar is reviewed within the context of the writing assignments. Fulfills the Spanish major Writing Requirement. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 18. Priority given to majors, minors and second-year students planning to study abroad. {A} {F} {L} Credits: 4
Members of the department
Fall

SPN 230as Topics in Latin American and Peninsular Culture and Society-Putting It All Together: Advanced Spanish Through Literature, Film and the Arts

This course will focus on the practical skills necessary to master the more difficult features of Spanish grammar and syntax in order to produce a variety of text types. It will provide instruction in academic writing with special attention to expository and argumentative prose. We will approach these goals through the practice of contrast analysis and translation. Materials include autobiographies, films, essays, and art among others. Fulfills the Spanish major Writing Requirement. Enrollment limited to 19. {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 230cv Topics in Latin American and Peninsular Culture and Society-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 20. {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 230dm Topics in Latin American and Peninsular Culture and Society-Domestica

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) and 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 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

Fall, Spring, Variable

SPN 230fc Topics in Latin American and Peninsular Culture and Society- Families in Spanish Cinema: Concepts, Theories and Representations

This is an introductory course in Spanish cinema with a focus on the representation of the family. The objective is to understand how the concept of the family operates in society, and how cinema reflects and shapes the cultural, political, economic, and social understanding of what constitutes family. Studying films from different periods, the course will offer an overview of, amongst others, the role of women and the family in Francoist Spain, new LGBTQ families, immigration and Spain's plurinational identities, and the deconstruction of the family-state in contemporary Spanish film. It will also offer an introduction to Spain's film industry. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. (E) {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 230tm Topics in Latin American and Peninsular Culture and Society-Tales and Images of Travel and Migration in Latin America

This class investigates questions of contact between people 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 means of travel are also included. Fulfills the Spanish major Writing Requirement. Prerequisite: SPN 220 or above. {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 230ww Topics in Latin American and Peninsular Culture and Society-Creative Writing By and With Spanish Women Writers

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 (Darío, 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. {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 236 Podcasting: Storytelling and New Production in the Spanish-Speaking World

Media and news production are ever evolving in our modern, high-tech world. The democratization of media, storytelling, and news reporting has provided a platform for more people, with varied perspectives, to be seen and heard. This empowerment, however, has not occurred without its challenges and issues. This course will engage students in the creation of their own podcasts, inviting them to create, write, produce, and share their own weekly podcasts, while learning about news production and storytelling. Students will discuss different thematic issues related to social media including ethics, morals, and biases. Prerequisite SPN 220 or equivalent. Fulfills the Spanish major Writing Requirement. Enrollment limited to 18. (E) Credits: 4

Members of the department

Fall, Spring, Variable

SPN 240ar Topics: From Page to Stage-Argentina 2000-18: Searching from the Stage

The phenomenon of theater as a form of resistance and the use of performance made by artists and activists as a way of political protest is something already seen during the era of military dictatorship in Argentina (1981) through Teatro Abierto . Through the study of dramatic texts, news articles and web blogs, plus the application of actor-training methodologies, we bring stories from page to stage for a final presentation in Spanish. Performance strategies are used during the course to enhance foreign language skills. One of the goals of this course is to develop the ability to speak in Spanish before an audience. Fulfills the Spanish Major Writing Requirement. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 19. {A} {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 240mj Topics: From Page to Stage: 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. The course will move thematically. Dramatic, musical, visual and poetic texts will be staged, each with a distinct focus and drawn from various disciplines. No previous acting experience needed. Fulfills the Spanish major Writing Requirement. {A} {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

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 Spanish major Writing Requirement. Prerequisite: SPN 220 or equivalent, or permission of the instructor. Enrollment limited to 20. {F} Credits: 4

Members of the department

Spring

SPN 245tl Topics in Latin American and Peninsular Studies-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. Fulfills the Spanish major History Requirement. Enrollment limited to 20. {F} {H} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 246cw Topics in Latin American Literature and Culture-City in Words and Colors

This Smith College Art Museum–based course examines the different strategies writers and artists use in their quest for representing the contemporary Latin American city. Through readings, paintings and photographs, students are able to establish meaningful connections between the image created by the artists, the tools they choose to use and the place of the urban landscape within a specific artistic context. Issues of globalization and cross-cultural exchanges are also explored. Readings and class discussions are conducted in Spanish. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {A} {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 246jl Topics in Latin American Literature and Culture-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 Spanish major Writing Requirement. Prerequisites: SPN 220 or above. Enrollment limited to 19. {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 246zn Topics in Latin American Literature and Culture-Zapatismo Now: Cultural Resistance on the "Other" Border

This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year's Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement's diverse cultural media, including communiqués, radio broadcasts, visual art, web blogs and storytelling, students examine the role of media arts and literary forms in Zapatismo's cultural and political philosophies, as well as develop a broad understanding of Zapatismo's influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220. Enrollment limited to 19. {A} {F} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 247 Race and Racism in Premodern Iberia

This course challenges the dominant presentism by exploring understandings of race and racism in thecontext of premodern Iberia (present-day Spain and Portugal). Themes include intellectual and physicalencounters 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. {F} {H} {L} Credits: 4

Members of the department

Annually, Fall, Spring

SPN 252 Spanish Colonialism in Africa

This course examines Spanish colonialism and its aftermath in Morocco and Equatorial Guinea. Topicsinclude 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. {F} {H} {L} Credits: 4

Members of the department

Fall, Spring, Variable

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 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

Alternate Years, Fall, Spring

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature

This course offers critical perspectives on colonialism, literatures of conquest and narratives of cultural resistance in the Americas and the Caribbean. Decolonial theories of violence, writing and representation in the colonial context inform the study of literary and cultural production of this period. Readings explore several themes including indigenous knowledge, land and the natural world; orality, literacy and visual cultures; race, rebellion and liberation; slavery, piracy and power, and the coloniality of gender. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F} {H} {L} Credits: 4

Members of the department

Fall, Spring, Variable

SPN 260mr Topics in Latin American Cultural History-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 19. {F} {H} {L} Credits: 4
Members of the department
Fall, Spring, Variable

IDP 291/ SPN 291 Reflecting on Your International Experience with Digital Storytelling

Same as IDP 291. A course designed for students who have spent a semester, summer, Interterm or year abroad. 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, or other). For 1 additional credit in their major or in the translation concentration, students may translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15. Credits: 3
Members of the department
Spring

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Offered as ITL 299, POR 299, FRN 299 and 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 limited to 25. {F} {S} Credits: 4
Members of the department
Annually, Fall, Spring

SPN 335 Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {F} {H} {L} Credits: 4
Members of the department
Fall, Spring, Variable

SPN 337 Seminar: 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. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {F} {H} {L} Credits: 4
Members of the department
Fall, Spring, Variable

SPN 356 Seminar: Don Quijote: Reading, Translation

Taught in Spanish, this 1-credit course must be taken in combination with CLT 204 Writings and Rewritings: Queering Don Quixote, a close reading of Miguel de Cervantes' novel in English (see description in cross-listed courses below). SPN 356 supplements CLT 204 through close readings and translation of selected fragments in Spanish, and additional critical literature. The combination CLT 204/SPN 356 meets the Spanish major seminar requirement. Corequisite: CLT 204. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {F} {L} Credits: 1
Members of the department
Fall, Spring, Variable

SPN 372sb Seminar:Topics in Latin American and Iberian Studies-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. Juniors and seniors only. Instructor permission required. {A} {F} Credits: 4
Members of the department
Fall, Spring, Variable

SPN 373ds Seminar: Topics in Cultural Movements in Spanish America-Defiant Screens: Latin American Cinema After Neoliberalism

The sweeping neoliberal reforms of the 1980s and 1990s had a dramatic effect in the social fabric of all Latin American countries. They also deeply impacted the region's cinema, with many directors throughout the continent confronting head on the challenges of neoliberalism. This seminar will look at the many ways in which Latin American filmmakers explored and contested the difficult social conditions created by this market-based system of governance. The class will discuss films dealing with topics such as societal fragmentation and political agency, shifts in notions of family and gender, violence and conflict, resignifications of space, and indigeneities and social ecologies. As the continent sees political forces shifting away from the radical neoliberalism of the turn of the century, we will explore how and if these films participated in such transformations. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {F} Credits: 4
Members of the department
Fall, Spring, Variable

SPN 373pl Seminar: Topics in Cultural Movements in Spanish America-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. Juniors and seniors only. Instructor permission required. {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

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. Juniors and seniors only. Instructor permission required. {A} {F} {L} Credits: 4
Members of the department
Fall, Spring, Variable

SPN 400 Special Studies in Spanish and Spanish American Literature

By permission of the department. Normally for senior majors. Credits: 4
Members of the department
Fall, Spring

SPN 430D Spanish Honors Project

Credits: 8
Members of the department
Fall, Spring

SPN 431 Spanish Honors Project

Credits: 8
Members of the department
Fall

Crosslisted Courses

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature

See course listing in First-Year Seminar for full curricular details.

LAS 150 Introduction to Latin American Studies

See course listing in Latin American Studies for full curricular details.

LAS 301ae Seminar: Topics in Latin American and Latino/a Studies-Contesting Space: Art, Ecology, Activism

See course listing in Latin American Studies for full curricular details.

TSX 330/ WLT 330 Capstone Seminar in Translation Studies

See course listing in World Literatures for full curricular details.

Statistical and Data Sciences

Associate Professor
Benjamin S. Baumer, Ph.D., Chair [†2]
Randi L. Garcia, Ph.D., M.S., Psychology [*1, **1]

Assistant Professor
Shiya Cao, Ph.D.
Kaitlyn Cook, Ph.D.
Albert Y. Kim, Ph.D.
Katherine M. Kinnaird, Ph.D., Computer Science [**1]
Scott LaCombe, Ph.D., Government [**2]
Lindsay Poirier, Ph.D.

Visiting Assistant Professor
Jared Joseph, Ph.D.

Lecturer
William Hopper, Ph.D.

Professor Emerita
Katherine Taylor Halvorsen, D.Sc., Mathematics and Statistics

Research Associate
Nicholas J. Horton, D.Sc.

Members of the Program Committee
Shannon Audley, Ph.D., Education and Child Study
Alex Barron, Ph.D., Environmental Science and Policy
R. Jordan Crouser, Ph.D., Computer Science
Glenn William Ellis, Ph.D.,Engineering
Howard Jonah Gold, Ph.D., Government [§1]
Suzanne Z. Gottschang, Ph.D., Anthropology [**1]
Mary Harrington, Ph.D., Psychology and Neuroscience
Caroline Melly, Ph.D., Anthropology
Philip K. Peake, Ph.D., Psychology [†1]
Cornelia Pearsall, Ph.D., English Language and Literature [†1]
Marney Pratt, Biological Sciences
Susan Sayre, Ph.D., Economics [†1]
Vis Taraz, Ph.D., Economics [†1]

The Major

The major in statistical and 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 110: Intro to Computer Science
- 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 120: Object Oriented Programming
- CSC 151: Programming Languages
- CSC 212: Data structures
- CSC 220: Advanced Programming Techniques
- SDS 235: Visual Analytics -- must take programming intensive track
- SDS 270: Advanced Programming for Data Science
- 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
- MST 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
- FYS 105: Ethics of Big Data
- FYS 189: Data and Social Justice
- CSC/SDS 235: Visual Analytics
- SDS 236: Data Journalism
- SDS 237: Data Ethnography

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 110 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 statistics 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 204 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. 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 Major in Mathematical Statistics

Information on the interdepartmental major in mathematical statistics can be found on the Mathematical Sciences page of this catalogue.

The Minor in Statistical and Data Sciences

The minor in Statistical & Data Sciences consists of six courses, with the following requirements:

1. Four courses: all core courses required for the major, but not MTH 211
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 204 Statistics and Quantitative Research Methods 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	GeneticAnalysis
BIO334	Bioinformatics and Comparative Molecular Biology
BIO235	Genes and GenomesLab
BIO266	Principles of Ecology
BIO267	Principles of EcologyLab
ECO 240	Econometrics
ECO 311	Seminar:Topics In Economic Development
ECO 351	Seminar: The Economics of Higher Education
ECO 362	Seminar: PopulationEconomics
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 andAnalysis
PSY319	Research Seminar in Adult Cognition
PSY358	Research Seminar in ClinicalPsychology
PSY369	Research Seminar on Categorization and IntergroupBehavior
PSY373	Research Seminar inPersonality
SDS246	Probability
SOC 202	Quantitative Research Methods

Courses

SDS 100 Laboratory: Reproducible Scientific Computing with Data

The practice of data science rests upon computing environments that foster responsible uses of data and reproducible scientific inquiries. This course develops students' ability to engage in data science work using modern workflows, open-source tools, and ethical practices. Students will learn how to author a scientific report written in a lightweight markup language (e.g., markdown) that includes code (e.g., R), data, graphics, text, and other media. Students will also learn to reason about ethical practices in data science. Not open to students who have already completed any of: SDS 192, SDS 201, SDS 220, SDS 290 OR SDS 291. Concurrent registration required in any of: SDS 192, SDS 201, SDS 220, SDS 290 or SDS 291. S/U only. Enrollment limited to 30. Students not registered for a corequisite course will be dropped without notification. Credits: 1

Members of the department

Fall, Spring, Variable

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. SDS 100 is required for students who have not previously completed SDS 201, SDS 220, SDS 290 or SDS 291. {M} Credits: 4

Shiya Cao, Lindsay Poirier, Jared Joseph

Fall, Spring

SDS 201 Statistical Methods for Undergraduates

(Formerly MTH/PSY 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. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 220, SDS 290 or SDS 291. {M} Credits: 4

William Hopper

Annually, Fall, Spring

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. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 290 or SDS 291. Prerequisite: MTH 111 or the equivalent, or permission of the instructor. {M} Credits: 4

Ben Baumer, Kaitlyn Cook, Scott LaCombe

Fall, Spring

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, plot.ly, and D3. No prior experience with programming or journalism is required. Prerequisites: an introductory statistics course-SDS 201, SDS 220, GOV 203, ECO 220, SOC 201 or equivalent. Enrollment limited to 20. WI {M} Credits: 4

Ben Baumer, Naila Moreira

Fall, Spring, Variable

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. Recommended: SDS 192. {S} Credits: 4

Lindsay Poirier

Annually, Fall, Spring

SDS 270 Advanced Programming for Data Science

This course is not about data analysis—rather, students will learn the 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 the equivalent. {M} Credits: 4

Albert Kim

Annually, Fall, Spring

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 203, ECO 220, SDS 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 220 or SDS 291. Enrollment limited to 38. {M} Credits: 4

Randi Garcia

Annually, Fall, Spring

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. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 220 or SDS 290. Enrollment limited to 38. {M} {N} Credits: 4
William Hopper
Fall, Spring

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). Prerequisites: SDS 291 & MTH 211 (may be concurrent). {M} Credits: 4
Katherine Kinnaird
Annually, Fall, Spring

MTH 320/ SDS 320 Seminar: Mathematical Statistics
Offered as MTH 320 and 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. Enrollment limited to 12. Instructor permission required. {M} Credits: 4
Members of the department
Alternate Years, Fall, Spring

GOV 338/ SDS 338 Research Seminar: Political Networks
Offered as GOV 338 and SDS 338. How does the behavior of a state, politician, or interest group affect the behavior of others? DoesMassachusetts's decision to legalize recreational marijuana influence Vermont's marijuana policies?From declarations of war to the decision of who congressmembers will vote with, social scientists areincreasingly looking to political networks to recognize the inter-connectedness of the world around us.This course will overview the essentials of social network analysis and how they are applied to give usa better understanding of American politics. Prerequisites: SDS 220 or an equivalent introductory statistics course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S} Credits: 4
Members of the department
Fall, Spring, Variable

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships
Offered as PSY 364 and SDS 364. 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 202 and (PSY 201, SDS 201, SDS 220 or equivalent.) Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M} {N} {S} Credits: 4
Members of the department
Alternate Years, Fall, Spring

SDS 410 Seminar: 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. SDS majors only. Prerequisites: SDS 192, SDS 291 and CSC 111. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M} Credits: 4
Albert Kim, Lindsay Poirier
Fall, Spring

SDS 430D Honors Thesis
Credits: 4
Annually, Fall, Spring

Crosslisted Courses

AST 200 Astronomical Data Science
See course listing in Astronomy for full curricular details.

BIO 232 Genetics and Evolution
See course listing in Biological Sciences for full curricular details.

BIO 334 Bioinformatics and Comparative Molecular Biology
See course listing in Biological Sciences for full curricular details.

CSC 252 Algorithms
See course listing in Computer Science for full curricular details.

CSC 294 Computational Machine Learning
See course listing in Computer Science for full curricular details.

ECO 220 Introduction to Statistics and Econometrics
See course listing in Economics for full curricular details.

ECO 240 Econometrics
See course listing in Economics for full curricular details.

ECO 396 Seminar: International Financial Markets
See course listing in Economics for full curricular details.

FYS 189 Data and Social Justice
See course listing in First-Year Seminar for full curricular details.

MTH 246 Probability
See course listing in Mathematics and Statistics for full curricular details.

PSY 358 Research Seminar: Clinical Psychology
See course listing in Psychology for full curricular details.

PSY 369 Research Seminar in Categorization and Identity
See course listing in Psychology for full curricular details.

PSY 373 Research Seminar in Personality
See course listing in Psychology for full curricular details.

Theatre

Professors
Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.
Andrea D. Hairston, M.A.
Ellen Wendy Kaplan, M.F.A. *1
Kyriaki Gounaridou, Ph.D. *2
Daniel Elihu Kramer, M.F.A., Chair
Monica Lopez Orozco M.F.A

Senior Lecturers
Edward M. Check, M.F.A. †1
Nan Zhang, M.F.A.

Lecturers
Tara Franklin
Norma Noel
Lara Dubin

Professor Emeritus
John Douglas Hellweg, Ph.D.

Research Associates
Edward Maeder
Lynne Zacek Bassett

The Major

Advisers: Members of the department

Adviser for Study Abroad: Catherine H. Smith

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 inIroductory 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 than 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

6/11/2021 Smith College: Department Information
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.

Courses

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
Ed Check, Lara Dubin
Annually, Fall, Spring

THE 141 Acting I: Fundamentals of Acting
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. {A} Credits: 4
Daniel Kramer, Monica Lopez Orozco, Tara Franklin
Fall, Spring

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
Normi Noel
Spring

THE 153 Play with Light: An Introduction to the Culture of Light
This course explores the culture of light as an illuminating, form-giving, and artistic medium. We will study the physics of light and the history of lighting. We will examine the leap from representation of light in paintings, where light is portrayed through imitation, to reality of light as an agent giving meaning in contemporary light art. We will approach some of the theatre designers who transformed the look of the modern stage and will go beyond theatre

to investigate ways in which light continues to capture and spur human imagination in creative fields such as cinematography, architecture and digital graphics. Credits: 4
Members of the department
Fall, Spring, Variable

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. S/U only. Enrollment limited to 24. {H} Credits: 2
Kiki Smith
Fall

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
Kiki Gounaridou
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
Kiki Gounaridou
Spring

THE 200 Theatre Production

This is a laboratory course which gives one credit for participation in a Theatre Department production. Most positions are designed for people with no previous experience. Offerings within the course cover all areas of theatre production, on stage and off, including positions as stage crew, light and sound board operators, dressers, stage managers, design assistants, box office assistants, props charges, electricians, or actors. May be taken four times for credit, with a maximum of two credits per semester. There is one general meeting. Attendance is mandatory. Attendance at weekly production meetings may be required for some assignments. S/U only. Credits: 1
Nicole Beck
Fall, Spring

THE 201 Theatre Production

Same description as THE 200. S/U only. Credits: 1
Nicole Beck
Fall, Spring

DAN 212/ THE 212 The Moving Body in Devised Theater and Performance

Students immerse in the process of collective creation towards performance. With emphasis on ensemble work and understanding the body as the locus of communication. Students study dance theater companies including Frantic Assembly, DV8, Complicité, Double Edge Theatre, Pina Bausch, and Agile Rascal Bicycle Touring Theatre with the aim of creating a process that is unique to the group and to the political and social reality of the present moment. Students engage with text as an embodied practice. Actors, dancers, directors, improvisers, poets, visual artists, writers, and designers are all welcomed and essential. Previous experience in artistic collaborations is preferable. Enrollment limited to 15. (E) {A} Credits: 2
Members of the department
Fall, Spring, Variable

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
Kiki Gounaridou
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
Leonard Berkman
Alternate Years, Fall, Spring

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
Leonard Berkman
Alternate Years, Fall, Spring

THE 242ad Topics in Acting II: 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 FMS 280 and permission of the instructor. Enrollment limited to 12. {A} Credits: 4
Daniel Kramer
Fall, Spring, Variable

THE 242im Topics in Acting II: Improv for Actors

An intensive exploration of specific approaches to improvisation (authentic movement, contact improvisation, Johnstone, Boal, transformational exercises and theatre games) that enhance the agility, resourcefulness and creativity of the performer. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12. {A} Credits: 4
Members of the department
Fall, Spring, Variable

THE 242pt Topics in Acting II: Physical Theatre

This course explores significant points of access to Physical Theatre for actors and directors, including experiential research and practice in the Method of Physical Actions, Viewpoints, Composition, Laban Movement Analysis and Authentic Movement. Additionally, we explore the demands and expressive potentials of physically distinct styles of performance (commedia dell'arte, melodrama, corporeal mime). Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 16. {A} Credits: 4
Members of the department
Fall, Spring, Variable

THE 242ss Topics in Acting II-Scene Study

An in-depth exploration of selected scenes from a range of theatrical works. The course will cover character development and relationships through examination, analysis, and lab based performance exercises. Enrollment limited to 16. Credits: 4
Members of the department
Alternate Years, Fall, Spring

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
Ed Check
Annually, Fall, Spring

THE 253 Introduction to Lighting Design

This course introduces students to the theory and practice of stage lighting design. Over the semester, we cultivate sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, we learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama, and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, we also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. {A} Credits: 4
Nan Zhang, Lara Dubin
Spring

THE 254 Intro to Costume Design

The elements of line, texture and color, and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. {A} Credits: 4
Kiki Smith
Fall, Spring

THE 261 Writing for the Theatre I

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. Wrriting sample and instructor permission required. L and P. {A} Credits: 4
Leonard Berkman
Fall, Spring

THE 262 Writing for the Theatre II

Intermediate and advanced script projects. Prerequisite:THE 261. L and P. {A} Credits: 4
Leonard Berkman
Fall, Spring

THE 312sp Topics in Masters and Movements in Performance-Solo Performance for Actors, Directors and Writers

This is a performance class for actors, writers, directors, or anyone interested in creating and performing monologues and short pieces as original work. The imagination responds to play, and as both actor and playwright, we will devise and develop our own personal material. Story telling is a path to explore diversity, pluralism, and how identity and the inner voice can be marginalized or 'disappeared' in certain cultures. The building of the ensemble can create a powerful acoustic for the creative voice, as well as provide a rich understanding of the actor/audience relationship. Personal narrative is where the theatre has its roots, and can act as a radical voice in 21st Century taboos and defenses, as well as a restorative cultural tool for healing and change. (E) {A} {L} Credits: 4
Members of the department
Fall, Spring, Variable

THE 312ya Topics in Masters and Movements in Performance: Theatre for Young Audiences

In this class, students will work with a variety of teaching styles focused on introducing elementary and middle school-aged children to the creative and collaborative process of theater. Through games, improvisation and the fundamentals of theatrical storytelling, classmates will also have the opportunity to adapt, design, rehearse and perform an original script appropriate for elementary through high school-aged students. Diversity, inclusion and Equity will be incorporated as students navigate the ways in which these principles become part of both a storytelling curriculum and a theatrical setting. Prerequisite: Any course in Theatre or Education. Enrollment limited to 16. {A} Credits: 4
Members of the department
Alternate Years, Fall, Spring

THE 313ts Topics in Masters and Movements in Drama: Contemporary Dramatizations of Teacher-Student Dynamics

{A} Credits: 4
Leonard Berkman
Annually, Fall, Spring

THE 316 Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political/personal issues of gender, class, race, sexuality and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored are Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. {A} {L} Credits: 4
Leonard Berkman
Alternate Years, Fall, Spring

THE 319 Colloquium: Shamans, Shapeshifters and the Magic If

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
Andrea Hairston
Fall, Spring, Variable

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. Enrollment limited to 12. Instructor permission required. {A} Credits: 4
Daniel Kramer, Monica Lopez Orozco
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. Instructor permission required. {A} Credits: 4
Daniel Kramer, Monica Lopez Orozco
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. Enrollment limited to 12. Instructor permission required. {A} Credits: 4
Ed Check
Alternate Years, Fall, Spring

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. Can be repeated once for credit. Instructor permission required. {A} Credits: 4
Nan Zhang
Spring

THE 354 Costume Design II
The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Production work may be required outside of the class meeting time. Prerequisites: THE 254. {A} Credits: 4
Kiki Smith
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. Instructor permission required. Enrollment limited to 12. {A} Credits: 4
Ed Check
Alternate Years, Fall, Spring

THE 361 Screenwriting I
The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: THE 261 or THE 262 or permission of the instructor. Enrollment limited to 12. Writing sample required. {A} Credits: 4
Members of the department
Fall, Spring, Variable

THE 362 Screenwriting II
Intermediate and advanced script projects. Prerequisite: THE 361. Instructor permission required. {A} Credits: 4
Members of the department
Fall, Spring, Variable

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: 4
Members of the department
Fall, Spring

THE 430D Honors Project
This is a full-year course. Credits: 4
Members of the department
Fall, Spring, Variable

THE 431 Honors Project
Credits: 8
Members of the department
Annually, Fall, Spring

THE 432D Honors Project
This is a full-year course. Please consult the director of honors or the departmental website for specific requirements and application procedures. Credits: 12
Members of the department
Annually, Fall, Spring

THE 512 Advanced Studies in Acting, Speech and Movement
Credits: 4
Members of the department
Fall, Spring, Variable

THE 513 Advanced Studies in Design
Credits: 4
Members of the department
Fall, Spring

THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting
Credits: 4
Members of the department
Fall, Spring, Variable

THE 580 Special Studies
Credits: 4
Members of the department
Annually, Fall, Spring

THE 590 Research and Thesis Production Project
Credits: 4
Members of the department
Annually, Fall, Spring

THE 590D Research and Thesis Production Project
This is a full-year course. Credits: 4
Members of the department
Annually, Fall, Spring

Crosslisted Courses

FYS 119 Performance and Film Criticism
See course listing in First-Year Seminar for full curricular details.

Translation Studies Concentration

Director
Justin Daniel Cammy (Fall 2022)
Reyes Lázaro (Spring 2023)

Advisory Committee
Justin Daniel Cammy
Dawn Fulton
Christophe Gole
Kiki Gounaridou
Marguerite I Harrison
Judith Keyler-Mayer
Kimberly Kono
Yuri Kumagai
Reyes Lázaro
Malcolm Kenneth McNee
Jessica Moyer
Thalia A. Pandiri
Thomas Roberts
Carolyn Shread
Sujane Wu
Maria Succi-Hempstead
Mohamed Hassan
Bosiljka Glumac

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 normally in a second or third language and the other in a different discipline, will also find the concentration to be an important curricular bridge. Student concentrators may not only be drawn to literary translation; we wel-come students from the sciences. Our students may, for instance, translate governmental or legal documents, interpret for migrant or refugee communi-ties, or translate scientific papers.

The languages taught at Smith are central to our concentration.The Poetry Center, the Five College Center for East Asian Studies, and the Five College journal Metamorphoses: A Journal of Literary Translation, provide opportunities for student internships. Other resources include courses taught at the Five Colleges, in particular at the Five College Center for the Study of World Languages (fivecolleges.edu/fclang) and the UMass Translation Center (umasstranslation.com).

The requirements for the concentration are flexible to allow students to pursue the translation practice that suits their interests or needs—from literary to technical translation to studying the ethical complexities that arise in interpretation and translation.

Requirements

Students may not count more than three academic courses for both the concentration and major. These courses may be taken within the Five Colleges or while abroad. In addition to the required courses below, students must demonstrate an achievement (300 or above level) in the language from which they translate.

Requirements:

- Gateway Course WLT 150
- Four Electives
  - One course with a focus on translation theory, translation or practice (4 credits)
  - Two courses in the language/literature/culture of the language from which the student translates (8 credits)*
  - One elective in translation studies, linguistics, a specific language, or on language in general (4 credits)
    *Students whose native language is not English may take courses in English language/literature/culture to satisfy this requirement
- E-portfolio containing self-assessments of their growth in the language and in translation
- Two practical experiences
  Typically, one semester abroad and a 100-hour internship
- Capstone Seminar TSX 330
  The capstone seminar includes readings on issues of translation and an independent translation project guided by a mentor

Courses

TSX 330/ WLT 330 Capstone Seminar in Translation Studies

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a 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 challenges, beauties and discoveries of translating, We compare how 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. Open to students in the Concentration in Translation Studies and students in World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}
Credits: 4
Reyes Lazaro
Spring

Crosslisted Courses

WLT 150 The Art of Translation: Poetics, Politics, Practice

See course listing in World Literatures for full curricular details.

Urban Studies

Advisers
Reid Bertone-Johnson, Ed.M., M.LA., Lecturer in Landscape Studies
Rick Fantasia, Ph.D., Professor of Sociology [*1, *2]
Efadul Huq, Ph.D., Assistant Professor of Environmental Science and Policy
Samuel M. Intrator, Ph.D., Professor of Education and Child Study [*1]
Caroline Melly, Ph. D., Associate Professor of Anthropology [†2]
Steven T. Moga, Associate Professor of Landscape Studies [†2]

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.

Crosslisted Courses

ANT 257 Urban Anthropology
See course listing in Anthropology for full curricular details.

ARH 212 Ancient Cities and Sanctuaries
See course listing in Art for full curricular details.

ARH 285pm Topics: Great Cities-Pompeii
See course listing in Art for full curricular details.

ARH 285rm Topics: Great Cities-Rome
See course listing in Art for full curricular details.

EDC 200 Critical Perspectives in Urban Education
See course listing in Education and Child Study for full curricular details.

EDC 336rm Seminar: Topics in Education-Research Methods in Education
See course listing in Education and Child Study for full curricular details.

HST 267 The United States since 1877
See course listing in History for full curricular details.

SOC 218 Urban Sociology
See course listing in Sociology for full curricular details.

Study of Women and Gender

Members of the Program Committee for the Study of Women and Gender 2022–23

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 [†2]
Carrie N. Baker, J.D., Ph.D., Professor of the Study of Women and Gender [**1]
Payal Banerjee, Ph.D., Associate Professor of Sociology [**2]
Ginetta E. B. Candelario, Ph.D., Professor of Sociology [†1]
Jennifer M. DeClue, Ph.D., Associate Professor of the Study of Women and Gender
Randi Garcia, Ph.D., M.S., Associate Professor of Psychology and of Statistical and Data Sciences [*1, **1]
Jennifer Mary Guglielmo, Ph.D., Associate Professor of History [†2]
Ambreen Hai, Ph.D., Professor of English Language and Literature
Laura Aline Katz, Ph.D., Elsie Damon Simonds Professor of Biological Sciences [†1]
Alexandra Linden Miller Keller, Ph.D., Professor of Film and Media Studies
Jina Kim, Assistant Professor of the Study of Women and Gender and English Language and Literature
Kimberly Kono, Ph.D., Associate Professor of East Asian Languages and Cultures [†2]
Daphne M. Lamothe, Ph.D., Chair, Professor of Africana Studies
Mehammed A. Mack, Ph.D., Associate Professor of French Studies
Cornelia D.J. Pearsall, Ph.D., Professor of English Language and Literature [†1]
Elizabeth S. Pryor, Ph.D., Associate Professor of History
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.

Courses

SWG 150 Introduction to the Study of Women and Gender

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Enrollment limited to 25. {H} {S} Credits: 4
Members of the department
Fall, Spring

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
Fall

SWG 227 Colloquium: 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. {A} {L} Credits: 4
Jina Boyong Kim
Fall, Spring, Variable

SWG 235 Colloquium: Black Feminist and Queer Theory

This course brings together two robust fields of study, Black feminism and queer theory, to study the conversations, debates, ruptures, and connections produced by this engagement. Black feminist theory and queer theory are scholarly interventions themselves, and by reading significant foundational and emergent work in these fields, students will learn the history of those scholarly interventions and examine the dominant ways of knowing that are being disrupted through Black feminist scholarship and queer theory. Students in this course will develop an understanding of the queer theoretical foundation that Black feminism has made while deepening their facility with queer theoretical concepts. Credits: 4
Jennifer M. DeClue
Fall, Spring, Variable

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 & written reflections. {S} Credits: 4
Elisabeth Brownell Armstrong
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
Fall, Spring, Variable

CCX 245/ 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
Members of the department
Fall, Spring, Variable

SWG 267 Queer Ecologies: Considering the Nature of Sexualized Identities

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. (E) {H} {S} Credits: 4
Evangeline M. Heiliger
Spring

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. 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 20. {H} {L} Credits: 4
Kelly P. Anderson
Spring

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
Jennifer M. DeClue
Spring

SWG 303 Seminar: 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. Juniors and seniors only. Instructor permission required. {A} {S} Credits: 4
Jennifer M. DeClue
Fall, Spring, Variable

SWG 321 Seminar: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H} {L} Credits: 4
Elisabeth Brownell Armstrong
Fall, Spring, Variable

SWG 327 Seminar: Queer Theory
This course brings together foundational and contemporary queer theoretical texts to discuss the history and production of sexuality and gender in the U.S. We will practice close reading canonical queer theoretical texts alongside scholarly interventions to the canon that emerge from queer of color critique, trans theory, and black queer studies. We will study the ways that queer theory, from these different vantage points, challenges norms of knowledge production, temporality, space, gender, and belonging. Prerequisite: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Jennifer M. DeClue
Alternate Years, Fall, Spring

SWG 377 Seminar: Feminist Public Writing-Calderwood
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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A} {S} Credits: 4
Carrie N. Baker
Fall, Spring, Variable

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: 4
Members of the department
Annually, Fall, Spring

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
Annually, Fall, Spring

Crosslisted Courses

AFR 155 Introduction to Black Women's Studies
See course listing in Africana Studies for full curricular details.

AFR 201 Colloquium: Methods of Inquiry in Africana Studies
See course listing in Africana Studies for full curricular details.

AFR 202bq Colloquium: Topics in Africana Studies-Black Queer Diaspora
See course listing in Africana Studies for full curricular details.

AFR 249 Black Women Writers
See course listing in Africana Studies for full curricular details.

AFR 289 Colloquium: Race, Feminism and Resistance in Movements for Social Change
See course listing in Africana Studies for full curricular details.

AFR 360 Seminar: Toni Morrison
See course listing in Africana Studies for full curricular details.

AMS 201 Introduction to American Studies
See course listing in American Studies for full curricular details.

AMS 240 Colloquium: Introduction to Disability Studies
See course listing in American Studies for full curricular details.

ANT 238 Anthropology of the Body
See course listing in Anthropology for full curricular details.

ANT 257 Urban Anthropology
See course listing in Anthropology for full curricular details.

ANT 267 Contemporary South Asia
See course listing in Anthropology for full curricular details.

ARH 278 Race and Gender in the History of Photography
See course listing in Art for full curricular details.

CLS 233 Gender and Sexuality in Greco-Roman Culture
See course listing in Classical Languages and Literature for full curricular details.

EAL 235 Class, Gender and Material Culture in Late Imperial China
See course listing in East Asian Languages and Cultures for full curricular details.

EAL 239/ WLT 239 Intimacy in Contemporary Chinese Women's Fiction
See course listing in East Asian Languages and Cultures for full curricular details.

EAL 242 Modern Japanese Literature
See course listing in East Asian Languages and Cultures for full curricular details.

EAL 244 Japanese Women's Writing
See course listing in East Asian Languages and Cultures for full curricular details.

EAL 245 Writing, Japan and Otherness
See course listing in East Asian Languages and Cultures for full curricular details.

EAL 273 Colloquium: Women and Narration in Modern Korea
See course listing in East Asian Languages and Cultures for full curricular details.

ECO 201 Gender and Economics
See course listing in Economics for full curricular details.

ENG 218 Colloquium: Monstrous Mothers
See course listing in English Language and Literature for full curricular details.

ENG 219 Poetry, Gender, and Sexuality, and the Limits of Privacy
See course listing in English Language and Literature for full curricular details.

ENG 223 Contemporary American Gothic Literature
See course listing in English Language and Literature for full curricular details.

ENG 224 Colloquium: Frankenstein: The Making of a Monster
See course listing in English Language and Literature for full curricular details.

ENG 229 Turning Novels into Films: Imperialism, Race, Gender and Cinematic Adaptation
See course listing in English Language and Literature for full curricular details.

ENG 241 The Empire Writes Back: Postcolonial Literature
See course listing in English Language and Literature for full curricular details.

ENG 243 The Victorian Novel
See course listing in English Language and Literature for full curricular details.

ENG 273 Bloomsbury and Sexuality
See course listing in English Language and Literature for full curricular details.

ENG 275 Witches, Witchcraft and Witch Hunts
See course listing in English Language and Literature for full curricular details.

ENG 277 Postcolonial Women Writers
See course listing in English Language and Literature for full curricular details.

ENG 278 Asian American Women Writers
See course listing in English Language and Literature for full curricular details.

ENG 353ss Seminar: Advanced Topics in Shakespeare-Shakespeare and Sexuality
See course listing in English Language and Literature for full curricular details.

ENG 363 Race and Environment
See course listing in English Language and Literature for full curricular details.

ENG 391 Modern South Asian Writers in English
See course listing in English Language and Literature for full curricular details.

ESS 240 Exercise and Sport for Social Change
See course listing in Exercise and Sport Studies for full curricular details.

ESS 340 Women's Health: Current Topics
See course listing in Exercise and Sport Studies for full curricular details.

FMS 248 Women and American Cinema: Representation, Spectatorship, Authorship
See course listing in Film and Media Studies for full curricular details.

FMS 261 Video Games and the Politics of Play
See course listing in Film and Media Studies for full curricular details.

FYS 107 Women of the Odyssey
See course listing in First-Year Seminar for full curricular details.

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature
See course listing in First-Year Seminar for full curricular details.

FYS 132 Girls Leaving Home
See course listing in First-Year Seminar for full curricular details.

FYS 179 Rebellious Women
See course listing in First-Year Seminar for full curricular details.

FYS 183 Geisha, Wise Mothers, and Working Women
See course listing in First-Year Seminar for full curricular details.

FRN 230bl Colloquium: Topics in French Studies- Banlieue Lit
See course listing in French Studies for full curricular details.

FRN 230ww Colloquium: Topics in French Studies-Women Writers of Africa and the Caribbean
See course listing in French Studies for full curricular details.

FRN 288 Immigration and Sexuality in France and Europe
See course listing in French Studies for full curricular details.

FRN 380is Topics in French Cultural Studies-Immigration and Sexuality
See course listing in French Studies for full curricular details.

GOV 224 Colloquium: Globalization From an Islamic Perspective
See course listing in Government for full curricular details.

GOV 233 Problems in Political Development
See course listing in Government for full curricular details.

GOV 266 Contemporary Political Theory
See course listing in Government for full curricular details.

GOV 267 Problems in Democratic Thought
See course listing in Government for full curricular details.

GOV 269 Politics of Gender and Society
See course listing in Government for full curricular details.

GOV 363 Dissent: Disobedience, Resistance, Refusal and Exit
See course listing in Government for full curricular details.

HST 223at Colloquium: Topics on Women and Gender in Japanese History-Ancient Times to the 19th Century
See course listing in History for full curricular details.

HST 252 Women and Gender in Modern Europe, 1789–1918
See course listing in History for full curricular details.

HST 253 Women and Gender in Contemporary Europe
See course listing in History for full curricular details.

HST 258 Modern Africa
See course listing in History for full curricular details.

HST 265 Citizenship in the United States, 1776–1861
See course listing in History for full curricular details.

HST 267 The United States since 1877
See course listing in History for full curricular details.

HST 278 Colloquium: Decolonizing U.S. Women's History
See course listing in History for full curricular details.

HST 280gi Colloquium: Topics in United States Social History-Im/migration and Transnational Cultures
See course listing in History for full curricular details.

HST 286 Colloquium: Recent Historiographic Debates in the History of Gender and Sexuality
See course listing in History for full curricular details.

HST 355gw Seminar: Topics in Social History-Gender and the Aftermath of War in the Twentieth Century
See course listing in History for full curricular details.

HST 371rs Seminar: Topics in 19th Century United States History-Remembering Slavery: A Gendered Reading of the WPA Interviews
See course listing in History for full curricular details.

HST 383dw Seminar: Topics-Research in U.S. Women's History-Domestic Worker Organzing
See course listing in History for full curricular details.

HST 383pc Seminar: Research in U.S. Women's History-Researching People of Color at Smith College
See course listing in History for full curricular details.

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile
See course listing in Inter/Extradepartmental IDP for full curricular details.

JUD 217 Motherhood in Early Judaism
See course listing in Jewish Studies for full curricular details.

LAS 260 Colonial Latin America, 1492–1821
See course listing in Latin American Studies for full curricular details.

MES 213 Colloquium: Sex and Power In The Middle East
See course listing in Middle East Studies for full curricular details.

PHI 240 Philosophy and Gender
See course listing in Philosophy for full curricular details.

PSY 166 Introduction to the Psychology of Gender
See course listing in Psychology for full curricular details.

PSY 265 Colloquium: Political Psychology
See course listing in Psychology for full curricular details.

PSY 266 Colloquium: Psychology of Women and Gender
See course listing in Psychology for full curricular details.

PSY 345 Research Seminar: Feminist Perspective on Psychological Science
See course listing in Psychology for full curricular details.

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships
See course listing in Psychology for full curricular details.

PSY 374 Seminar: Psychology of Political Activism
See course listing in Psychology for full curricular details.

PSY 375 Research Seminar: Political Psychology
See course listing in Psychology for full curricular details.

JUD 214/ REL 214 Women in the Hebrew Bible
See course listing in Religion for full curricular details.

REL 238 Mary: Images and Cults
See course listing in Religion for full curricular details.

SOC 213 Race and National Identity in the United States
See course listing in Sociology for full curricular details.

SOC 214 Sociology of Hispanic Caribbean Communities in the United States
See course listing in Sociology for full curricular details.

SOC 216 Social Movements
See course listing in Sociology for full curricular details.

SOC 224 Family and Society
See course listing in Sociology for full curricular details.

SOC 229 Sex and Gender in American Society
See course listing in Sociology for full curricular details.

SOC 236 Beyond Borders: The New Global Political Economy
See course listing in Sociology for full curricular details.

SOC 237 Gender and Globalization
See course listing in Sociology for full curricular details.

SOC 239 How Power Works
See course listing in Sociology for full curricular details.

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures
See course listing in Sociology for full curricular details.

SOC 255 The Bollywood Matinee
See course listing in Sociology for full curricular details.

SOC 317 Seminar: Inequality in Higher Education
See course listing in Sociology for full curricular details.

SOC 327 Seminar: Global Migration in the 21st Century
See course listing in Sociology for full curricular details.

SOC 333 Seminar: Social Justice, the Environment and the Corporation
See course listing in Sociology for full curricular details.

POR 381fw Seminar: Topics in Portuguese and Brazilian Studies-Multiple Lenses of Marginality: New Brazilian Filmmaking by Women
See course listing in Spanish and Portuguese for full curricular details.

SPN 230dm Topics in Latin American and Peninsular Culture and Society-Domestica
See course listing in Spanish and Portuguese for full curricular details.

SPN 230ww Topics in Latin American and Peninsular Culture and Society-Creative Writing By and With Spanish Women Writers
See course listing in Spanish and Portuguese for full curricular details.

SPN 255 Muslim Women in Film
See course listing in Spanish and Portuguese for full curricular details.

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature
See course listing in Spanish and Portuguese for full curricular details.

THE 319 Colloquium: Shamans, Shapeshifters and the Magic If
See course listing in Theatre for full curricular details.

WLT 205 Contemporary African Literature and Film
See course listing in World Literatures for full curricular details.

WLT 270 Colloquium: Health and Illness: Literary Explorations
See course listing in World Literatures for full curricular details.

WLT 276 #MeToo: Sex, Gender and Power Across Cultures
See course listing in World Literatures for full curricular details.

World Literatures

Professors
Anna Botta, Ph.D. (Italian Studies and World Literatures) [*1]
Justin Daniel Cammy, Ph.D. (Jewish Studies and World Literatures), Chair [**2]
Craig R. Davis, Ph.D. (English Language and Literature and World Literatures) [**1]
Dawn Fulton, Ph.D. (French Studies) [*2]
Sabina Knight, Ph.D. (World Literatures) [†2]
Katwiwa Mule, Ph.D. (World Literatures)
Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and World Literatures)

Associate Professors
Lily Gurton-Wachter, Ph.D. (English Language and Literature)
Reyes Lazaro, Ph.D. (Spanish and Portuguese) [*1]
Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese)
Joel P. Westerdale, Ph.D. (German Studies)

Assistant Professors
Thomas Roberts, Ph.D. (Russian, East European and Eurasian Studies)

Lecturer
George Katsaros, Ph.D. (World Literatures)
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

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 language.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.

Requirements: 10.5 courses

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/ENG 202:	Western Classics in Translation, from Homer to Dante
WLT/ENG 203:	Western Classics in Translation, from Chrétien de Troyes to Tolstoy

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)

One course from among the following or other offerings with a primary listing in or cross-listed with WLT.
- 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

The major in world literatures in translation is intended for students who love to read and think about literature. It focuses on literatures from around the world read in translation. We encourage students pursuing this track to take a broad range of courses in different literatures from across the globe.

Requirements: 10.5 courses

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/ENG 202:	Western Classics in Translation, from Homer to Dante
WLT/ENG 203:	Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Electives:
Six literature courses, at least threeof which must be WLT courses. The remaining threecourses 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

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 in from geographically or ethnically distinct cultures from across the world and from beyond the European/American mainstream.

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

Courses

WLT 100cw Introduction to World Literatures-Cannibals, Witches, 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 No Telephone to Heaven, 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
Fall, Spring, Variable

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. S/U only. FRN 295 optional corequisite. {L} Credits: 2
Carolyn Shread
Spring

WLT 177dp Colloquium: Journeys in World Literatures-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 oftranslation, and students compose and translate short poems. {L} Credits: 4
Sabina Knight
Fall, Spring, Variable

SPN 178/ WLT 178 Naughty Fictional Translators

Offered as SPN 178 and 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
Reyes Lazaro
Alternate Years, Fall, Spring

ENG 202/ WLT 202 Western Classics in Translation, from Homer to Dante

Offered as ENG 202 and WLT 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
Nancy Shumate
Fall

ENG 203/ WLT 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy

Offered as WLT 203 and 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. WLT 203/ENG 203, like WLT 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 ENG/WLT 202 or ENG/WLT 203 or both. WI {L} Credits: 4
Members of the department
Spring

WLT 204qq Topics in Writings and Rewritings-Queering Don Quixote

Don Quixote de la Mancha (1605–15) is allegedly the first and most influential modern novel. We approach this hilarious masterpiece by Cervantes through a "queering" focus, i.e., as a text that exposes 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 of Don Quixote in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism). SPN 356 optional corequisite. {L} Credits: 4
Members of the department
Fall, Spring, Variable

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, Ngugi, Dangarembga, Bâ, Ndebele, and Aidoo. Films: Tsotsi , Softie, and Blood Diamond. {L} Credits: 4
Katwiwa Mule
Fall, Spring, Variable

POR 212/ WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World

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
Members of the department
Fall, Spring, Variable

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
Alternate Years, Fall, Spring

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
Fall, Spring, Variable

EAL 232/ WLT 232 Modern Chinese Literature

Offered as WLT 232 and 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 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
Sabina Knight
Alternate Years, Fall, Spring

EAL 239/ WLT 239 Intimacy in Contemporary Chinese Women's Fiction

Offered as EAL 239 and 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
Fall, Spring, Variable

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature

An examination of race, identity, and resistance in African, Caribbean, and African American literatures through the lens of coming-of-age novels. This course will enable students to critically engage the political and aesthetic imperatives of black writing by interrogating the thematics and legacies of slavery, colonialism, and racism. How do writers of Africa and the African diaspora appropriate the Bildungsroman as a literary form in their constructions of identity, freedom, and citizenship? What makes this genre particularly useful for the liberatory project of black imagination? Writers include Ngugi, Dangarembga, Wicomb, Cliff, Kincaid, Morrison and Wright. {L} Credits: 4
Katwiwa Mule
Fall, Spring, Variable

CLS 260/ WLT 260 Colloquium: Transformations of a Text: Shape-Shifting and the Role of Translation

Offered as CLS 260 and 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. WLT 150 recommended. Credits: 4
Thalia Pandiri
Alternate Years, Fall, Spring

RES 264/ WLT 264 Dostoevsky

Offered as RES 264 and WLT 264. 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'll 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
Tom Roberts
Fall, Spring, Variable

WLT 266ss Colloquium: Topics in South African Literature and Film-Saints, Saviors and Traitors: The Private and Public Lives of Nelson and Winnie Mandela

The private and public lives of Winnie and Nelson Mandela as icons the struggle against apartheid transformed them into symbols of the dreams and aspirations of an entire nation. Adored as 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 apartheid and post-apartheid years and the ways in which gender complicated the legacies of both. Enrollment limited to 18. {L} Credits: 4
Katwiwa Mule
Fall, Spring, Variable

WLT 270 Colloquium: Health and Illness: Literary Explorations

From medieval Chinese tales to memoirs about SARS and COVID-19, this cross-cultural literary inquiry explores how conceptions of selfhood and belonging inform ideas about well-being, disease, intervention and healing. How do languages, social norms and economic contexts shape experiences of health and illness? From depression and plague to aging, disability and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 20. {L} Credits: 4
Members of the department
Fall, Spring, Variable

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 Ngugi wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L} Credits: 4
Dawn Fulton
Fall, Spring, Variable

ENG 171/ 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. One WI course highly recommended. Enrollment limited to 16. {F} {L} Credits: 4
Sabina Knight
Alternate Years, Fall, Spring

RES 273/ WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context

Offered as RES 273 and WLT 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; open to first-years. Credits: 4
Tom Roberts
Fall, Spring, Variable

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 feminisms, this course questions persistent structural binaries: mind/body, human/animal, man/woman, culture/nature. Drawing on literature, philosophy and journalism, we examine how social constructions of gender, class, race, and disability coalesce with material bodies, spaces, and conditions to form habits of subjectivity and patterns of life. {L} Credits: 4
Members of the department
Alternate Years, Fall, Spring

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: FranzKafka'senigmatic narratives of modern alienation; Isaac Babel's bloody talesof 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
Justin Cammy
Spring, Variable

WLT 300 Foundations of Contemporary Literature Theory

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, Ngugi wa Thiong'o, Zizek. 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
Torleif Persson
Fall

TSX 330/ WLT 330 Seminar: Capstone in Translation Studies

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a 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 challenges, beauties and discoveries of translating, We compare how 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. Open to students in the Concentration in Translation Studies and students in World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L} Credits: 4
Reyes Lazaro
Spring

WLT 340md Seminar: Topics in World Literatures: Media of Dissent

What is the art of dissent? How have dissident writers, musicians, artists, and activists pursued justice and repair? How do social movements use artistic media to voice resistance and make demands? To confront violence, exploitation, and existential risks, we look at art, fiction, poetry, film, music, and social media. Students practice visual analysis, close reading, historicization, scholarly research and debate, public writing, and making their own media of dissent. Works from ancient China and Greece to contemporary East Asia, France, Russia, the United States, and beyond. Enrollment limited to 12. Juniors and seniors only. Instructor permisison required. Credits: 4
Members of the department
Fall, Spring, Variable

WLT 340na Seminar: Topics in World Literatures: 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. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Credits: 4
Members of the department
Fall, Spring, Variable

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 comparative literature. Admission by permission of the instructor and the program director. Students are encouraged to contact the instructor during the prior semester, and proposals must be submitted in writing to the director by the end of the first week of classes. Credits: 4
Members of the department
Annually, Fall, Spring

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
Annually, Fall, Spring

Crosslisted Courses

CLS 233 Gender and Sexuality in Greco-Roman Culture
See course listing in Classical Languages and Literature for full curricular details.

ENG 207/ HSC 207 The Technology of Reading and Writing
See course listing in English Language and Literature for full curricular details.

ENG 237 Colloquium: Environmental Poetry and Ecological Thought
See course listing in English Language and Literature for full curricular details.

ENG 241 The Empire Writes Back: Postcolonial Literature
See course listing in English Language and Literature for full curricular details.

ENG 249 Literatures of the Black Atlantic
See course listing in English Language and Literature for full curricular details.

ENG 255 What Makes a Tale Worth Telling: Reading the 19th Century Story
See course listing in English Language and Literature for full curricular details.

ENG 334 Servants in Literature and Film
See course listing in English Language and Literature for full curricular details.

ENG 365fr Seminar: Topics in 19th Century Literature-Frankenstein: The Making of a Monster
See course listing in English Language and Literature for full curricular details.

FYS 101 The Lives of Animals: Literature and the Nonhuman
See course listing in First-Year Seminar for full curricular details.

FYS 107 Women of the Odyssey
See course listing in First-Year Seminar for full curricular details.

FYS 165 Childhood in African Literature
See course listing in First-Year Seminar for full curricular details.

GER 231nm Topics in German Cinema-Nazi Film
See course listing in German Studies for full curricular details.

GER 231wc Topics in German Cinema-Weimar Cinema
See course listing in German Studies for full curricular details.

ENG 271/ GER 271 Imagining Evil
See course listing in German Studies for full curricular details.

ITL 281 Italian Cinema Looks East
See course listing in Italian Studies for full curricular details.

JUD 110 Introduction to Yiddish Culture
See course listing in Jewish Studies for full curricular details.

ENG 230/ JUD 230 American Jewish Literature
See course listing in Jewish Studies for full curricular details.

JUD 260 Colloquium: Yiddish Literature and Culture
See course listing in Jewish Studies for full curricular details.

RES 126 Nineteenth-Century Russian Literature: Madmen, Conmen and Government Clerks
See course listing in Russian, East European and Eurasian Studies for full curricular details.

RES 127 Manuscripts Don't Burn: Literature and Dissent Under Stalin
See course listing in Russian, East European and Eurasian Studies for full curricular details.

REL 140/ RES 140 Putin's Russia: After Communism, After Atheism
See course listing in Russian, East European and Eurasian Studies for full curricular details.

RES 210 Environment and Ecology in Russian Culture
See course listing in Russian, East European and Eurasian Studies for full curricular details.

RES 264 Dostoevsky
See course listing in Russian, East European and Eurasian Studies for full curricular details.

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe
See course listing in Russian, East European and Eurasian Studies for full curricular details.

POR 228 Indigenous Brazil: Past, Present and Future
See course listing in Spanish and Portuguese for full curricular details.

POR 232 Popular Music, Nationhood and Globalization in the Portuguese-Speaking World
See course listing in Spanish and Portuguese for full curricular details.

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity
See course listing in Spanish and Portuguese for full curricular details.

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature
See course listing in Spanish and Portuguese for full curricular details.

SPN 372sb Seminar:Topics in Latin American and Iberian Studies-Blackness in Spain
See course listing in Spanish and Portuguese for full curricular details.

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

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. S/U only. Instructor permission only. Credits: 4

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. S/U only. Credits: 2

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. {F} Credits: 1

Christiane Metral

Spring

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. Enrollment limited to 12 students. S/U only. Credits: 2

Dan Bennett

Fall, Spring, Variable

IDP 109 Aerial Imagery and Cinematography

This two-credit course designed to immerse students in drone avionics, photogrammetry, image processing, surveying/mapping, and aerial photography and videography. The course encourages teamwork, curiosity, critical thinking, perseverance, and creativity, as well as collaboration and etiquette regarding fieldwork and community-based research We seek motivated students who want to learn practical techniques for acquiring and analyzing aerial data, and students who may be skeptical about drone technology and want to improve Smith's approach to teaching and research with drones. Enrollment limited to 12. Credits: 2

Jon R. Caris, Tracy Tien

Fall, Spring, Variable

IDP 111 Introduction to Interdisciplinary Making

This course is a series of workshops that situate particular making techniques that take place in Smith's many "makerspaces" within social, economic, ecological, historical, and cultural contexts. Students will connect their making practice to the ways making informs their liberal arts education. This course will also serve to introduce students to the faculty and staff who facilitate making at the many different making spaces across the college. S/U only. Enrollment limited to 21. Credits: 2

Annually, Fall

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. S/U only. Credits: 2

Valerie A. Joseph

Fall

IDP 116 Introduction to Design Thinking

This introduction to design thinking skills emphasizes hands-on, collaborative designdriven 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. S/U only. Enrollment limited to 16. Credits: 1
Emily Norton
Fall, Spring, Variable

IDP 118 The Natural and Social History of Place:The MacLeish Field Station

Natural and social history of the Ada & Archibald MacLeish Field Station (265 acres; 11 miles away) will be explored and experienced. Taking place primarily outside, this course will emphasize the dynamic interconnections of our environment from the small scale interactions between plants and pollinators to the large scale disturbance of human agricultural activity. Through observation and activities of discovery, students will tell the natural and social history of the Station through writing, poetry, art, or dance. The course meets once per week for 4 hours and students will be expected to walk several miles each class in all weather. (E) {N} {S} Credits: 2
Paul Robert Wetzel
Fall, Spring, Variable

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. S/U only. Enrollment limited to 20. Credits: 1
Valerie A. Joseph
Fall, Spring, Variable

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. S/U only. Enrollment limited to 12. Credits: 1
Fall, Spring, Variable

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
Erin Cohn
Fall, Spring, Variable

IDP 134 Examining Equity and Action-Based Design for Leaders 1

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). Enrollent limited to 12. S/U only. Credits: 1
Annie DelBusto Cohen, Tobias Davis
Fall, Spring, Variable

IDP 135 Examining Equity and Action-Based Design for Leaders 2

This course provides students with both a theoretical and practical foundation in facilitation and design for social change. Students will learn human-centered and equity-centered design principles, as well as, different modes of facilitation. This is Part Two 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). S/U only. Prerequisite: IDP 134. Enrollment limited to 20. Instructor permission required. Credits: 1
Annie DelBusto Cohen, Tobias Davis
Fall, Spring, Variable

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. S/U only. Credits: 1
Duncan Griffin
Fall, Spring

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. Credits: 1
Sara A. Eddy
Fall

IDP 146 Critical Perspectives on Entrepreneurship

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. Credits: 4
Fall, Spring, Variable

IDP 150 Introduction to AutoCAD

This course provides students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course covers tools and techniques for effective two-dimensional drafting.

No previous computer drafting experience is required. Open to all students. Enrollment limited to 24. S/U only. Credits: 1
Laura Elizabeth Krok-Horton
Fall, Spring, Variable

IDP 151 Introduction to 3D CAD Software

This course provides students with an introduction to 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. S/U only. Credits: 1
Eric J. Jensen
Fall, Spring, Variable

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
Fall, Spring, Variable

IDP 153 Introduction to GIS

This one-credit interterm course introduces students to Geographic Information Systems (GIS) with spatial analysis techniques and spatial data visualization (map making). Students will gain fluency in maneuvering spatial data through field data collection, querying/analyzing, and visualizing/communicating the results using GIS software. The class foregrounds (geo) data literacy and ethics, peer-critique on cartographic and visual storytelling design, and multidisciplinary approaches to spatial inquiry. S/U only. Enrollment limited to 20. (E) Credits: 1
Interterm, Variable

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. S/U only. Enrollment limited to 40. Credits: 1
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. S/U only.Enrollment limited to 40. Credits: 1
Fall

IDP 199 Early Research

Independent research for first years and sophomores. The student is expected to work with a faculty member to define and conduct a research project. Participants turn in a final product at the end of the semester following guidelines set by the student and faculty member. Examples of some products include, but are not limited to, a conference-style abstract, poster or other summary of work accomplished. Offered both semesters, with the permission of the instructor. S/U only. Credits: 2
Fall, Spring, Variable

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
Mohammed Al Shagawi
Fall, Spring, Variable

IDP 221 Colloquium: Science Ethics

This course will explore the ethical issues surrounding topics that are common to many scientific disciplines such as: data acquisition & management, the peer review process, and the role of various regulatory boards. Selected topics and case studies from specific disciplines will also be examined. Students will work in groups to investigate and present the ethical issues relevant to a topic of their choosing at the end of the semester. S/U only. Junior and senior science majors only. Enrollment limited to 24. Instructor permission required (E). Credits: 2
Elizabeth Redding Jamieson
Annually

IDP 232 Articulating Your Path

Articulating Your Path is for students who have completed IDP132 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. Erollment limited to 12. Instructor permission required. (E) Credits: 1
Jessica B. Bacal
Fall, Spring, Variable

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 150 Introduction to AutoCAD or IDP 151 Introduction to SolidWorks or equivalent experience elsewhere. Enrollment limited to 12. S/U only. Credits: 1
Susannah V. Howe, Eric J. Jensen
Fall, Spring, Variable

IDP 291/ SPN 291 Reflecting on Your International Experience with Digital Storytelling

Offered as SPN 291 and IDP 291. A course designed for students who have spent a semester, summer, Interterm or year abroad. 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, or other). For 1 additional credit in their major or in the translation concentration, students may translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15 students. Credits: 3
Members of the department
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. Enrollment limited to 15. Instructor permission required. Credits: 4
Fall, Spring, Variable

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. Attendance at a seminar info session is required to be eligible to apply. Enrollment limited to 5 students. Juniors and seniors only. Application and instructor permission required. Credits: 4
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. Limited to juniors and seniors. Instructor permisison required. Enrollment is limited to 15. {A} {M} Credits: 4
Pau Atela
Spring

IDP 400 Special Studies

Special requirements apply. Credits: 4
Annually, Fall, Spring

IDP 555 Graduate 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
Lane Hall-Witt
Fall

IDP 570 Diploma Thesis

Credits: 4
Annually, Fall, Spring

MTH 101/ QSK 101 Math Skills Studio

Offered as MTH 101 and 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. Instructor permission required. This course does not carry a Latin Honors designation. Credits: 4
Members of the department
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 limited to 18. {M} Credits: 4
Cat McCune
Spring

MTH 103/ QSK 103 Precalculus and Calculus Bootcamp

Offered as QSK 103 and 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. Enrollment limited to 20. S/U only. This course does not count towards the Mathematics and Statistics major. Credits: 2
Cat McCune
Fall, Spring, Variable

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
Peter Sapira
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 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 2022

Printed annually in September. Office of College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Send address changes to Smith College, Northampton, Massachusetts 01063. All announcements herein are subject to revision. Changes in the list of Officers of Administration and Instruction may be made subsequent to the date of publication.

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

Smith College
Northampton, Massachusetts 01063
413-584-2700

2022–23 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.

Monday	Tuesday	Wednesday	Thursday	Friday
8–9:15 a.m./A+ (75) MW, WF, MF, or MWF	8–9:15 a.m./D (75) TR	8–9:15 a.m./A+ (75) MW, WF, MF, or MWF	8–9:15 a.m./D (75) TR	8–9:15 a.m./A+ (75) MW, WF, MF, or MWF
8:25–9:15 a.m./A (50) MWF (optional T or R)	8:25–9:15 a.m./A (50) Supplement/ Discussion	8:25–9:15 a.m./A (50) MWF (optional T or R)	8:25–9:15 a.m./A (50) Supplement/ Discussion	8:25–9:15 a.m./A (50) MWF (optional T or R)
9:25–10:15 a.m./B (50) MWF (optional T)	9:25–10:40 a.m./E (75) TR	**9:25–10:15 a.m./B (50)** MWF (optional T)	9:25–10:40 a.m./E (75) TR	**9:25–10:15 a.m./B (50)** MWF (optional T)
9:25–10:40 a.m./B+ (75) MW, WF, MF, or MWF		**9:25–10:40 a.m. /B+ (75)** MW, WF, MF, or MWF		**9:25–10:40 a.m./B+ (75)** MW, WF, MF, or MWF
10:50–11:40 a.m./C (50) MWF (optional R)	**10:50 a.m.–12:05 p.m. /F (75)** TR	**10:50–11:40 a.m./C (50)** MWF (optional R)	**10:50 a.m.–12:05 p.m. /F (75) TR**	**10:50–11:40 a.m./C (50)** MWF (optional R)
10:50 a.m.–12:05 p.m. /C+ (75) MW, WF, MF, or MWF		**10:50 a.m.–12:05 p.m. /C+ (75)** MW, WF, MF, or MWF		**10:50 a.m.–12:05 p.m. /C+ (75)** MW, WF, MF, or MWF
Faculty Meeting 12:15–1:30 p.m.	Lunch/Community Hour 12:15–1:10 p.m.			
1:40–2:55 p.m./J (75) MW, WF, MF, or MWF	1:20–2:35 p.m./L (75) TR	**1:20–2:35 p.m./J (75)** MW*, WF, MF*, or MWF* * combined with M 1:40–2:55 p.m.	1:20–2:35 p.m./L (75) TR	**1:20–2:35 p.m./J (75)** MW*, WF, MF*, or MWF* * combined with M 1:40–2:55 p.m.
3:05–4:20 p.m. /K (75) MW, WF, MF, or MWF	2:45–4 p.m. /N (75) TR	2:45–4 p.m./K (75) MW*, WF, MF*, or MWF* * combined with M 3:05–4:20 p.m.	2:45–4 p.m./N (75) TR	2:45–4 p.m./K (75) MW*, WF, MF*, or MWF* * combined with M 3:05–4:20 p.m.
	4:10–5 p.m. (50) Supplemental/Discussion	4:10–5:25 p.m. /O (75) TR *only used for multi-section courses with other sections offered during standard time slots	**4:10–5 p.m. (50) Supplemental/Discussion**	4:10–5:25 p.m. /O (75) TR *only used for multi-section courses with other sections offered during standard time slots
7–9:30 or 10 p.m./S (150 or 180) * seminars, labs and performances only; others with CAP permission	7–8:15 p.m. /U (75) MW	7–9:30 or 10 p.m./V (150 or 180) * seminars, labs and performances only; others with CAP permission	7–8:15 p.m. /W (75) TR	7–9:30 or 10 p.m./X (150 or 180) * seminars, labs and performances only; others with CAP permission	7–8:15 p.m. /U (75) MW	7–9:30 or 10 p.m./Y (150 or 180) * seminars, labs and performances only; others with CAP permission	7–8:15 p.m. /W (75) TR

Notes: Consecutive 75-minute blocks (excluding block O) 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